

Ontario Prospects 2007

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Ontario's Guide to Career Planning



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MAKE A
SPLASH!
MAKE A
DIFFERENCE!

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SECTION 1: WHO YOU ARE

This 14th edition of *Ontario Prospects* is produced by the Student Success/Learning to 18 branches of the Ministry of Education. Section 2 contains some material selected from *Canada Prospects 2006-07*.

This publication is dedicated to the students, educators, counsellors, and employers who inspire us all.

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Six Ways to Student Success

Every student learns differently. Here are six exciting new ways for you to participate in high school and earn the credits you need to graduate.

STUDENT SUCCESS TEAMS

Each team works with school staff, students, parents, and the wider community to ensure that, together, we help more of you earn the credits necessary to graduate.

SPECIALIST HIGH SKILLS MAJOR

For those of you who have a career path in mind, this initiative offers an opportunity to customize your learning. You take "bundles" of 6 to 12 courses that help you prepare for specific employment sectors, such as hospitality and tourism, arts and culture, construction, manufacturing, and primary industries.

LIGHTHOUSE PROJECTS

Lighthouse pilot projects help you stay in school, accumulate needed credits, and take programs linked to colleges. These programs also encourage youth who have left school to return.

EXPANDED CO-OP CREDIT

Co-op is a great way to learn skills and gain experience from the workplace, and get a head start with building a résumé. You can now include 2 co-op credits in the 18 compulsory credits you need to graduate.

DUAL CREDIT PROGRAM

With the new Dual Credit Program, you can earn a number of credits by participating in apprenticeship training and postsecondary courses that count toward both your high school diploma and your postsecondary diploma, degree, or apprenticeship certification.

GRADE 8-9 TRANSITION

If you have difficulty making the move from elementary school to high school, you will get the support you need through increased individual attention and programming tailored to fit your individual situation.

DELAWARE PRIDE

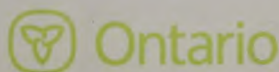
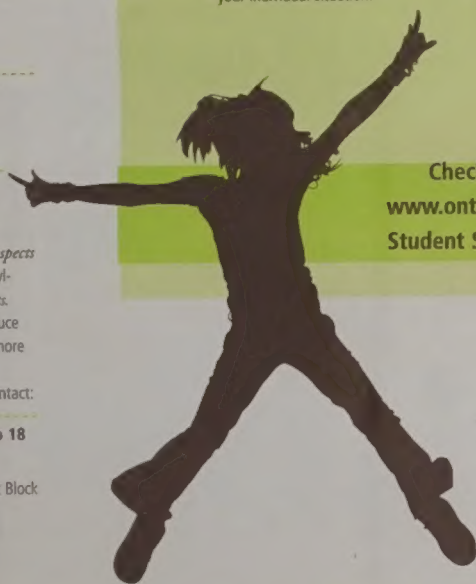
Ridgeview Moravian Elementary School is the first school in Canada to offer a Delaware Native language program. Because of the school's proximity to Delaware First Nation, most of the school's students attend Ridgeview Moravian from Grade 1 to Grade 8. The school staff, community partners, and some key advocates saw the importance of providing culturally appropriate learning opportunities and, amid all their other duties, found a way to secure a teacher for the program.

Lance Balkwill, principal at Ridgeview Moravian, which is in the Lambton Kent District School Board, is very pleased with the "fantastic support from administration, school staff, students, and parents, as [the program has] opened so many doors and opportunities." The students are happy and proud that they are learning their native language. They look forward to the opportunity to learn about their culture, and consequently attendance in the course has increased.

"When I get a chance to learn more, I will give my knowledge to others and teach them the language," one student says. The course is open to all students and a number of non-Native students attend.

The students say that their education at Ridgeview Moravian Elementary School may help them in their future careers, because being multilingual is an important thing that employers look for on a résumé. In the case of these students, it might mean a better chance to get a job in their home community, Delaware First Nation. As another student says, "That is my language and culture and I want to keep my family growing in our culture."

Check out the 6 Ways website at www.ontario.ca/6ways or contact the Student Success Team at your school.



LOSING SIGHT ... FINDING VISION

I am a Grade 12 student at the W. Ross Macdonald School for blind and visually impaired students. My journey in life, including my education, has been my own personal trek up Mount Everest. I have slipped, tripped, and fallen many times, my goal of reaching the top often clouded by the storms of life. When I was in elementary school, I lost a significant portion of my vision, which forced me to make changes in the way that I approached life and learning. Unfortunately, due to pride and an unwillingness to accept my differences, I began to struggle in school.

When high school rolled around, I could not remain successful unless I accepted my disability, yet I continued to resist. My emotional state began to decline seriously, and I began to sink into a deep depression. Through Grade 10, my marks started to drop, fuelling my poor self-esteem. My anxiety skyrocketed, my depression intensified, and life felt trivial at best. Dropping out of school seemed like the best thing to do, so I did ... three times.

"I have come from totally isolating myself in my basement at home to hyper-involving myself in whatever I can put my hands on."

I have always known the importance of an education, but when high school, postsecondary education, a career, and success in general seemed impossible to achieve, I avoided trying. Since I have been at W. Ross Macdonald – I am now in my third and final year – I have had to force myself to get involved and stay focused, no matter how many times I fall flat on my face. I have had to change my attitude about a great many things in order to achieve success. I have had to learn to love to learn, to learn to love myself, and, most importantly, to love to live. I have come from totally isolating myself in my basement at home to hyper-involving myself in whatever I can put my hands on – student council president, school newspaper editor, choir, outdoor education, wood shop, sports ... the list goes on. Success breeds success; overcoming depression and anxiety bred success in my work habits, which bred success in my marks, which led to a higher average than I have ever had before. Recently, I applied to a concurrent teaching program at university – something I never thought I could do. All of my success is due in part to a great deal of support from friends, family, and school staff. Success cannot be rationed out, however; it comes from intimately knowing oneself, loving who you are, and striving to conquer areas in which you are lacking. Success is out there – you just have to go and find it. *Jonathan Wissink*



Anna Triumphs

I am a deaf-blind person, and my philosophy is that you can't sit around and do nothing. I wanted to be like other people who find employment and earn their own money. In September 2005, I found a job as an administrative assistant at Jan Miller & Associates in Kingston. This is my second year with the company, and I look forward to getting up every morning to go to work.

For 12 years I had been volunteering or finding jobs that would hire only for a three-month contract. I told my mom that I was having problems keeping a job once I got it, and she said that maybe I was looking for the wrong kind of job. That was when I realized I had to be realistic about finding the right job setting for me, instead of taking on a job I knew was not going to last.

I wanted to work in an office environment, but, with my unique abilities, finding someone to give me a chance in an office setting was difficult. I was told I didn't have enough experience to work in an office and that I should get a factory job. I thought to myself, "How in the blazes do I get the experience if no one will hire me?"

"How in the blazes do I get the experience if no one will hire me?"

Volunteering! That was how to gain experience as an administrative assistant. I started volunteering at the Canadian National Institute for the Blind (CNIB) two to three times a week. I looked forward to going and learning more each day about office work. Sometimes I had problems with phone situations, but I didn't give up. Even though I had some limitations, I learned that I could do many things very well. Data entry, helping the tech aid department with

sales, and inventories are a few examples. I wanted to prepare for my future career as an administrative assistant.

A few months later I filled out an application at the Employment Support Program and was called in for an appointment. After the interview, I met with an employment support worker to discuss my goals and dreams of having employment, what type of work I wanted, and what my limitations are. I told the support worker that I cannot drive a car but I can type 65 words a minute. She laughed and teasingly said I was a show-off, and that she would find me a placement so I could gain more experience and show my future employer my capabilities.

A few weeks later, the employment support worker suggested that I submit my résumé to Jan Miller & Associates. I was very excited. In my job interview, we discussed my qualifications and unique abilities. The following Monday I started my job training as an administrative assistant. I file documents, do reports, type manuals and handouts, take inventories, order supplies, and help with marketing. Wilma, my guide dog, and I meet and greet clients who come to the office. In the beginning, my colleagues and I had to work out ways around my limitations. For example, I answer the phone for the numbers I recognize, and the answering machine picks up the other calls. Everyone at the office is patient and understanding. We are learning to work with each other. I finally found an employer who will accommodate me, which makes me want to work harder for her.

Working in such an environment, I sometimes forget I have a disability. Being able to work and make my own money like other people is wonderful. This experience has taught me that you have to know what you want and keep working



toward your goal, even if it seems beyond your reach. Someone out there is willing to give you a chance. Having a disability means you must be willing to teach people about your limitations and how they can help you. We all – with and without disabilities – have limitations, but it is up to us to make our own dreams a reality. The world will be a better place if we continue to try to understand each other's reality.

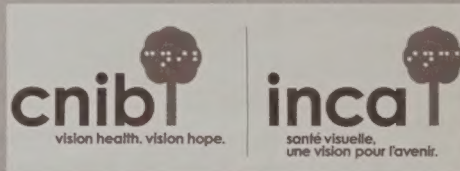
Anna Lindsay

"Until recently, Anna was a long-distance learner at the CNIB literacy program for deaf-blind adults in Ottawa. This Literacy and Basic Skills program is supported by the Ministry of Training, Colleges and Universities and is designed to help deaf-blind learners achieve personal goals of independence, further training, or employment. In a program such as ours, most learners have goals related to their independence, but a few have employment goals. Deaf-blind people face multiple barriers, and one of the many barriers is securing employment. It is frustrating for them to have the skills and then find out that nobody will hire them. This is a story in which the employer and the deaf-blind person were able to make things work."

Sara Jappert, CNIB Literacy Program for Deaf-Blind Adults, Ottawa

Sara Jappert, CNIB Literacy Program for Deaf-Blind Adults, Ottawa

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Habitat in Guatemala



FOR MORE INFORMATION,

contact Woodroffe High

School teacher

Barbara McInnes at

613-820-7186 or

barbara.mcinnis@ocdsb.ca.

"This is exactly the innovative approach to education we encourage."

Sixteen intrepid students from Woodroffe High School (WHS) and Gloucester High School (GHS) are about to begin the experience of a lifetime. They will give up their senior-year March break holiday to mix cement and hoist cinderblock for a community-building project in Guatemala.

This is an opportunity for students to participate in a project that will make a real difference, and to learn skills that will be valuable in their future careers. Working with Habitat for Humanity's Global Village Project, the WHS and GHS students will provide labour to build a family home. From March 7 to 17, 2007, they will spend five days on the building site and another three days learning about Guatemalan culture.

"I am proud to be part of the Tiger team going to Guatemala," says Candice Bruchhauser, a student at WHS. "School shouldn't only happen in a classroom. This is exactly the kind of experience that makes an education interesting."

"This is an exciting opportunity for our Woodroffe Tigers and Gloucester Gators to work with a world renowned NGO [non-governmental organization]," says Ian Eskritt, a teacher at WHS and the group leader. "What they learn about Guatemala will open their eyes to ways people live around the world and the challenges they face."

The 16 students are busy fundraising to cover the cost of their trip. Fundraising efforts include the sale of fair-trade cocoa and coffee. Some of the students are now studying Spanish to ensure that they can communicate with the people in the community where they will be staying.

The Habitat for Humanity project in Guatemala is of interest to many in the Ottawa community. When the students return to Ottawa, they plan to share their experiences with local elementary schools to inspire younger students to develop a global perspective.

"This is exactly the innovative approach to education we encourage at Woodroffe High School," claims Kevin Bush, principal of the school. "I am proud of our students who think making a difference is something you do with an education, but also something you do to earn your education. Projects like this, as well as our new International Studies Certificate program, emphasize respect, diversity, and a commitment to teaching students to think and act both locally and globally."

Fozia's Double Challenge

High school can be difficult, but some students have a double challenge: they have to learn English and keep up with what everyone else is learning.

Fozia Razzaq came to Canada in April 2004, when she was 16. She studied reading and writing in English in Pakistan, but she hardly spoke a word of English. She knew she had to learn quickly if she was going to realize her plans to become a doctor of gynecology.

Fozia wasn't discouraged by the challenge, and when she graduates next spring she will go to university.

How did she do it? Fozia realized that she needed to practise her English at every chance she got. That meant speaking even if she wasn't sure her grammar or choice of words was perfect. It meant taking risks and being courageous, but it paid off. "You want to express your feelings, but you aren't sure your words are perfect. Sometimes I was embarrassed."



HOW DID
SHE DO IT?

FOZIA OFFERS THIS ADVICE TO STUDENTS WHO ARE LEARNING ENGLISH:

1. When you don't understand something, ask your teachers for help. You may feel nervous at first, but teachers will help and encourage you.
2. Borrow books from the library. Reading will expand your English vocabulary.
3. Participate in classroom discussions. They give you a chance to practise your English.
4. Stay in ESL class. Levels 4 and 5 (D and E) will help you learn more and more English language skills.

Thanks to Fozia Razzaq and school settlement worker Amil Hussein Syed for this contribution. For more information about school settlement workers, see the Newcomer's Guide to Settlement in Ontario website at www.settlement.org/edguide or contact info@cicswis.ca.

SECTION 2 WHAT YOU NEED

Discover your network

Make a list of 10 people you know. Include family members, friends, neighbours, teachers, co-workers, coaches, and other acquaintances in your community or beyond.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Plan informal conversations or formal information interviews with each of them.

Ask them about:

- their career experience
- their personal path
- their observations about the career journey
- their job and the networks they are tied into

Make notes. Listen carefully to their responses. Ask follow-up questions.

Share your thoughts about potential career directions for yourself and about occupations and fields of work that appeal to you and reflect your personal interests.

Ask people for suggestions regarding where you might get more information about those occupations, training options, and employment opportunities.

Begin to **FORGE**
new connections.

YOUR MARKETING TOOL

You don't need a multi-million dollar marketing budget to sell yourself. Your answers to the following four questions will help you tailor a résumé, prepare yourself for an interview, and land that job.

1. What are 10 words you'd use to describe yourself?

2. What do you like most about yourself?

3. What do those around you say they admire in you?

4. What do you value most in others?

Determine your answers, figure out your personal "30-second infomercial," and then build a portfolio to support that.

And remember: a good marketing strategy is important but can't replace mastery of essential skills. You need to acquire strong skill sets and then sell them to your potential employers.

SAMPLE RÉSUMÉ

Amanda Gareth 59 Crescent Street Ottawa, ON K1K 1L3 (613) 323-4768 E-mail: amanda.gareth@hotmail.com	
Education	
Sep 04–Jun 08	Ottawa District Secondary School Ottawa, Ontario Completing Grade 11 Completed Grade 10 with 85% average Excellent attendance record
Work Experience	
Jun 06–Sep 06	Sales Associate <i>The Gap</i> Ottawa, Ontario <ul style="list-style-type: none"> Communicated effectively with customers to determine their needs and closed sales in order to meet a goal. Continually expanded product knowledge by keeping up-to-date on company initiatives and developing good relationships with vendors, as well as store and department managers. Helped to create a friendlier shopping environment by keeping the store organized and welcoming for customers.
Jun 05–Sep 05	Counsellor <i>Camp Rideau</i> Rideau, Ontario <ul style="list-style-type: none"> Supervised children ages 3 to 11. Demonstrated excellent job task planning and organizing skills by engaging children in a range of craft, music, and sports activities. Followed appropriate safety guidelines.
Volunteer Experience	
Jul 05–Aug 05	Youth Baseball Coach <i>Rideau Youth Baseball</i> Rideau, Ontario <ul style="list-style-type: none"> Made decisions and solved problems on the basis of the values of promoting teamwork, playing and developing every player, and creating a positive and fun learning environment.
Essential Skills, Work Habits, and Qualities	
Essential Skills: Oral communication (English and French), writing (English and French), job task planning and organizing, decision making, problem solving, finding information, computer use (Microsoft Office, Microsoft SQL Server, Outlook)	
Work Habits: Teamwork, customer service, initiative, reliability, working safely	
Qualities: Committed, creative, goal oriented	
Awards and Certificates	
English proficiency award, Grade 11	
Extracurricular Activities	
Drama Club, French Club, school newspaper	
References	
Available upon request	

For assistance in creating your own résumé, talk to your guidance counsellor, cooperative education teacher, or career studies teacher.

HOW TO SAY WHAT YOU DID

In your résumé, you have only a brief space to make a lasting impression – so make each word count. Highlight your skills, experience, and knowledge in language that managers understand. See below for examples of how you can translate what you've done into an impressive summary of what you have to offer a prospective employer.

WHAT YOU DID | Babysat younger cousin

WHAT YOU SAY YOU DID | As a child-care provider

- routinely demonstrated ability to solve problems
- developed creative activities to engage children
- performed basic first-aid
- provided a safe environment for young children

WHAT YOU DID | Answered phones for a non-profit organization

WHAT YOU SAY YOU DID | As a receptionist

- exhibited superior public relations skills
- multi-tasked adeptly in a fast-paced work environment
- organized and disseminated information about the activities of national association
- performed various office tasks to ease the workloads of colleagues

WHAT YOU DID | Moved sod for two summers

WHAT YOU SAY YOU DID | As a landscape developer

- served as team leader for two consecutive years
- reported directly to the president of the company
- was responsible for on-site operations
- managed client relations

WHAT YOU DID | Worked the till at a grocery store

WHAT YOU SAY YOU DID | As a cashier

- performed fast mathematical calculations with accuracy
- communicated articulately with the public
- adapted easily to changing time pressures
- demonstrated ability to work independently and as a part of small teams

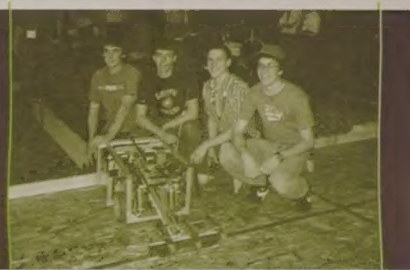
WHAT YOU DID | Constructed walls, chimneys and driveways out of brick and stone blocks

WHAT YOU SAY YOU DID | As a stonemason

- paid meticulous attention to detail
- employed a range of tools, assembled scaffolding, and manoeuvred heavy materials
- marketed achievements to attract new clients
- drove company truck



Grimsby Students Win Gold at Skills Canada



WHAT YOU DID | Painted fences

WHAT YOU SAY YOU DID | As an exterior decorator

- managed projects from first contact with clients until completion of work
- used tools and managed supplies for maximum efficiency
- coordinated work schedules
- was recognized for my hard-working attitude

WHAT YOU DID | Attended to seniors at a nursing home

WHAT YOU SAY YOU DID | As a geriatric care specialist

- monitored the mental and physical conditions of residents of a prominent nursing home
- supervised the recreational activities of more than 30 seniors
- displayed patience, friendliness, and professionalism in stressful, highly emotional situations
- performed emergency first aid

WHAT YOU DID | Pumped gas

WHAT YOU SAY YOU DID | As a gas-station attendant

- worked effectively with little supervision
- developed and employed excellent interpersonal skills
- was responsible for large sums of cash
- maintained a clean and organized station

WHAT YOU DID | Took in mail and checked house while neighbour was away on vacation

WHAT YOU SAY YOU DID | As a home minder

- ensured security of private property
- demonstrated unwavering reliability
- managed business finances
- fostered lasting client relationships

WHAT YOU DID | Developed the website for your sports team

WHAT YOU SAY YOU DID | As an IT programmer

- demonstrated skill in Internet application development (i.e., HTML, Flash, and Java)
- designed site to be accessible to youth, adults, and people with visual disabilities
- managed project from conception to completion
- incorporated feedback from a variety of sources

The challenge may have been to dunk footballs in a five-foot circle, but the payoff can be a new career focus. Last year, a team of four Grimsby Secondary School students won a national gold medal at the Skills Canada Challenges in Halifax. Now, two of these students are preparing to compete in the WorldSkills Competition in November 2007 in Japan.

Andrew Kramer, Chris Rintjema, Stuart Haws, and Peter Mullen first had to win their local District School Board of Niagara Challenge, win the provincial challenge in Waterloo, and then compete and win against teams from across Canada. Of the four students, Andrew is now pursuing a diploma at Niagara College as an electrical engineering technologist, and Chris is in engineering at the University of Waterloo – a shift for someone who was once going to study music. Stuart and Peter are in their final year at Grimsby Secondary School, and both plan to go into technology-based careers – Stuart in aeronautics and Peter in mechatronics.

"The Skills Challenge really enhances a program," explains Scott Miller, one of two staff advisors for the team. "It brings students a lot of teamwork and leadership skills. The growth in

the students has been incredible, and, as an educational tool, it's very creative." The thing that drew Scott to have students get involved in the Skills Canada Robotics Challenge rather than other robotics challenges was that the program is student driven. Students design their robot, source parts, and build it themselves. Chad Whittington, the team's other staff advisor, says this: "The advisors are like coaches on a hockey team. I'm there to give them advice and help them learn new skills, but they're the ones out there competing."

"It brings students a lot of teamwork and leadership skills. The growth in the students has been incredible, and, as an educational tool, it's very creative."

Grimsby Secondary School is in its third year of robotics competitions. When the team first started out, its members discussed using old washing machines and other salvaged parts. Instead, a partnership developed with a local company, Parker Hanifin, which specializes in pneumatics and hydraulics fittings. The partnership goes

beyond support for the robotics team. The community-minded company also provides co-op placements for students, and scholarships, too.

Being a part of the Skills Canada robotics team is quite a commitment for students. The team invests more than 1,000 person hours before it even begins competing. This year, three teams are meeting; one team works on the structural components, one deals with the pneumatics, and one works on the electrical system. When competition time arrives, only four students will be part of the pit crew at the competition.

Peter Mullen, a member of last year's national gold medal-winning team, says, "I really enjoyed building the robot and figuring out how to make it work. At the competitions, I wanted to see how other teams designed and built theirs." Involvement in the Skills Canada Robotics Challenges has turned his career path toward technology.

Skills Canada —ONTARIO

Skills Canada—Ontario is a not-for-profit organization with a mandate to promote careers in the skilled trades and technologies as viable, first-choice career options for young people in Ontario.

WHAT WE'RE DOING

We at Skills Canada—Ontario believe that young people can be successful in pursuing careers in the skilled trades and technologies. Through our program initiatives, we foster the acquisition of the experience and education young people need to thrive in the skilled trades.

Our programming is geared to both senior elementary and secondary school students. Annual programs include the following:

- "Skills Work® What's Out There?" opportunities in the skilled trades and technologies in-school presentation program
- "Skills Work® for Women" networking dinners
- "Skills Work® for Youth" employability skills camps
- Ontario Technological Skills Competition
- Cardboard Boat Race and Video Challenges

Daniel Chudy

Alex Heaman-Maracle

Nathan Lambert Banke

Since 1989, we have initiated, developed, and enhanced hands-on programs for young people in Ontario. We put skilled trades and technological careers in the spotlight! Young people need to know that the skilled trades and technological fields offer rewarding and challenging opportunities, and we work to give them that knowledge. Each year, over 600,000 students benefit from the programs and activities we facilitate in Ontario.

When we combine our efforts with partnerships in education, industry, and government, the outcomes are remarkable — youth advocating the benefits of apprenticeships, educators experiencing growth in apprenticeship programs, employers seeking skilled apprentices, and government committing to vibrancy in Ontario's future. This is the domino effect!



Ontario Skills Passport

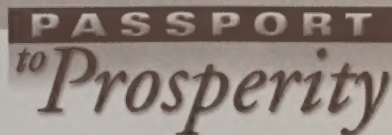
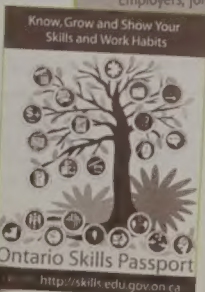
Essential skills and work habits are required for success in the workplace. Use the Ontario Skills Passport to build your skills and work habits and show employers what you can do. Experiences in school, cooperative education and other types of work placements, volunteer work, special interests, and jobs all contribute to a person's skill development. Check out the Ontario Skills Passport website at <http://skills.edu.gov.on.ca>.

Pictured left to right are gold medallists from the 2006 Canadian Skills Competition: **Daniel Chudy** (Auto Collision Repair – Postsecondary), **Alex Heaman-Maracle** (Auto Collision Repair – Secondary), and **Nathan Lambert Banke** (Auto Service – Postsecondary). Alex and Nathan have been selected to represent Canada at the WorldSkills Competition this fall in Japan. For more information on their progress, visit www.skillsontario.com.

For more information, contact program manager Lara Novak at laran@skillscanada.com or visit www.skillsontario.com.

Passport to Prosperity

Passport to Prosperity is an employer-led province-wide campaign to promote the importance of work experience opportunities for high school students to help them prepare for the transition from the classroom to the workforce. Opportunities include school-work transition programs, career talks, worksite visits, job shadowing, the Ontario Youth Apprenticeship Program, and cooperative education placements. The campaign is sponsored by the Provincial Partnership Council of employers, the Ontario Ministry of Education, and the Ontario Ministry of Training, Colleges and Universities and is delivered through the Ontario Business Education Partnership of business-education councils and local training boards across the province. Students, ask your teachers about workplace opportunities. Employers, join now! Call 1-888-672-7996 or visit the Ontario Business Education Partnership website at www.obep.on.ca and the Passport to Prosperity website at www.edu.gov.on.ca/passport.



How to Work Smart

As a new worker, you have the power to protect yourself, to be safe, and to be treated fairly. You need to begin to think about occupational health and safety and start asking questions when you're looking for a job.

What Should I Ask at the Interview?

While you're being interviewed, you should try to assess whether the workplace is the kind where you want to work. Many people are too nervous to do this during a job interview, but try to make yours an opportunity to see whether the workplace suits your needs. Here are a few questions to ask if the interviewer does not raise these important topics:

- Will I receive job safety training? When will I get it?
- Will I be working with any chemicals? Will I get hazardous materials training, such as Workplace Hazardous Materials Information System (WHMIS) training, before I start to use chemicals?
- Will I have to wear any safety gear? Will I receive training in how to wear it properly and make sure it's in good condition?

Here are four things you can do to protect yourself at work:

01 Ask questions.	<ul style="list-style-type: none"> • Ask your boss: If you don't know, aren't sure, or simply want to know more, then ask. There is no such thing as a stupid question, especially when you're asking how to do a job that you've never done before. • Ask yourself: Do I really know how to do this? If not, ask your boss. • Ask others: Ask the health and safety committee member about the work, ask people you know who have worked at similar jobs, or call a health and safety association or the Ministry of Labour.
02 Get informed.	<p>Before starting a new job or a new assignment at the same job, ask yourself these questions:</p> <ul style="list-style-type: none"> • Do I know everything I need to know to recognize, assess, and take control of hazards in this workplace or this task? • Do I know how to do this work safely? • Have I been trained? Do I have everything I need to do the job safely? • Do I have the right personal protective equipment? Do I know how to use it? • Where is the supervisor in case I have questions?
03 Work safely.	Follow the rules. The government creates laws to protect you, and the employer provides you with policies and procedures you must follow. Many of the rules at work are in place to protect you and others from injury.
04 Say no. It's your right.	If you have tried to resolve an occupational health and safety concern by asking questions, or if you don't have the training you need, or if something has happened and you feel that the situation is not safe, tell your supervisor immediately. If he or she cannot or does not solve the problem, then say no to the work. By law, you have the right to refuse work that you think is unsafe. Until the issue is resolved, you will be excused from the unsafe work. The Occupational Health and Safety Act sets out a process for such situations.

Minimum Age Requirements for Working in Ontario

14 years old

Establishments such as offices, stores, arenas, restaurant serving areas

15 years old

Factories (other than logging operations), restaurant kitchens, and warehouses

16 years old

Construction, surface mines (except the working face), logging operations, mining plants

18 years old

Underground mining or the working face of a surface mine, window cleaning

For more information, visit the Ministry of Labour's WorkSmartOntario website,

www.worksmartontario.gov.on.ca.

Passport to Safety

Many Ontario secondary school students have taken the online Passport to Safety Challenge. If you're one of them, don't forget to add it to your résumé when applying for a placement or a job. Then, when you go for the interview, take a copy of your transcript to show the employer. Many Ontario employers are Passport to Safety members and value basic safety training (like Passport to Safety) for youth. They know that it serves as great preparation for the job-specific safety training that they are required to provide.

Once you've taken the Passport to Safety Challenge online, you have a lifetime membership to the website. Just log in with your PIN and password, update your transcript, and print a new copy. If you can't remember your PIN or password, you can obtain it through the Passport to Safety website at www.passporttosafety.com/youth or e-mail info@passporttosafety.com for more help.

KIDS HELP PHONE

1 800 668 6868 * www.kidshelpphone.ca

In 2005, Kids Help Phone helped Canadian kids more than one million times on the phone and online. As Canada's only national, bilingual, toll-free, 24-hour, confidential and anonymous phone and counselling service, Kids Help Phone offers youth a safe place to turn to with any questions they might have. Whether kids are in a crisis situation or have everyday questions about growing up, Kids Help Phone is there for them.

Our professional counsellors help those who call and post questions online make sense of what's going on in their lives, and help identify options for making positive changes. One caller said her favourite thing about our service is that "you can say what you want ... without being judged. You can get advice which makes you feel like at least someone out there cares."

In partnership with the Ontario Ministry of Education, Kids Help Phone created a Bullying Prevention section at www.kidshelpphone.ca. This self-serve information section is for kids who may be too shy initially to contact a counsellor. There are age appropriate tip sheets, bullying definitions, videos, and comics online, which educators can download as teaching aids. There is also a Letter Builder feature that kids can use to write and print a letter to a trusted adult about a bullying situation.

1 800 668 6868

Kids Help Phone
kidshelpphone.ca

"You can say what you want ... without being judged."

confidence through training in team building, public speaking, and fundraising. Every year, these students help thousands of other children and youth become more familiar with Kids Help Phone. **Daniel**, a student ambassador in Ontario, says this: "Kids Help Phone is much more than an opportunity to get hours; it is a lifetime experience. You gain life skills like teamwork, leadership, and work ethic. When you volunteer at Kids Help Phone, you help the community. It's a great experience."

To learn more about how to become a student ambassador and how to get involved in the Bell Walk for Kids Help Phone on Sunday, May 6, visit www.kidshelpphone.ca.



SLOME: Skills London Oxford Middlesex Elgin

These are a few of my favourite things about SLOME: the racing car tire change, the complex pattern of tape that turns into a durable wallet before your eyes, the restaurant challenge, and the military obstacle course. All can stimulate, inform, and perhaps inspire a student. All can be experienced at SLOME, the career exploration day that has distinguished itself for seven years in the City of London and Elgin, Oxford, and Middlesex counties.

SLOME, for students in Grades 5 through 12, is not a job fair. There is *no* pressure. More and more we are asking exhibitors *not* to bring brochures and *not* to recruit. We do not encourage them to stand in front of displays extolling the virtues of their brand. Most of all, at SLOME, students are *not* spectators.

SLOME – short for Skills London Oxford Middlesex Elgin – was designed to spark career inquiry through experiences that allow students to gain insight about a broad array of trades, professions, and vocations. SLOME is an independent not-for-profit project of the Elgin Middlesex Oxford Local Training Board. Students try new skills and learn about ways in which science and technology contribute to work in various career fields.

SLOME, which is free for schools and students, promotes careers in science, technology, and the skilled trades. It offers interaction among the private and public educational communities, and generates reinforcing publicity for student achievement. SLOME offers students a chance to reflect on a career path in a fun-filled, stimulating environment. The knowledge students gain helps position them to take appropriate academic programs or other work-related training.

Moreover, **SLOME** is an expression of the kind of youth outreach and knowledge enhancement that is at the heart of our goal of workforce development at the Elgin Middlesex Oxford Local Training Board, one of a network of 21 in the province. Each is an independent not-for-profit organization, made up of volunteer board members and staff with an interest in employment and training issues in our communities.

Check out **SLOME** at www.slope.org or visit us at the Agriplex on May 9 at the Western Fairgrounds in London. Tell them Steve sent you.

Steve Andrusiak, MEd, SLOME coordinator

Become a ROCK STAR

Spotlighting the Opportunities

Many of us dream of fantastic careers – rock star, astronaut, movie star, professional athlete. Few people actually land in those dream occupations, but that doesn't mean fulfillment and enjoyment can't be found in related occupations within the same industries.

WHAT YOU NEED

JUST CONSIDER THESE ...

- guitar technician
- electrician
- gaffer
- manager
- media liaison
- grip
- set designer
- child-care worker
- coutier
- road crew driver
- construction contractor
- cleaning contractor
- set dresser
- merchandising representative
- computer programmer
- caterer
- costume maker
- ticket agent
- wardrobe designer
- nurse
- make-up artist
- voice trainer
- hairdresser
- event planner
- public relations practitioner
- travel agent
- usher

For more information about careers in the music industry, visit www.culturalhrc.ca
For information about careers in other fields of work, visit www.workapedia.ca

SEVEC

"My exchange experience enriched my life in so many ways, and I see it as a pivotal experience for me,"

Even though my mother's first language is French," explains **Michele Wright**, "I was raised as an anglophone." She was on a Society for Educational Exchanges in Canada (SEVEC) exchange that Michele first spent time in a French-speaking environment.

At age 12, Michele left home for the first time and participated in a month-long exchange to Quebec. "My exchange experience enriched my life in so many ways, and I see it as a pivotal experience for me," she says. "It was the first time I was pushed way out of my comfort zone. It forced me to overcome my shyness, and it was the first time I ever felt that I had potential for leadership outside of my family."

"At the end of my exchange, I won an award for being the most improved in speaking French. But that wasn't the most important change. I came home a very different person, one who had grown in confidence and self-esteem. I was no longer the shy, quiet girl who was often overlooked. I became someone who had learned not to be judgmental and to always look beyond my own backyard."

The exchange also sparked Michele's interest in Quebec and the beginnings of Michele's political awareness. As a result, later in life Michele chose to move to Quebec to learn more and became involved in teaching English as a second language to new Canadians. Michele describes her experience as a full circle – my exchange during my formative years opened me up to my own identity, connected me with my bicultural (French and English) heritage, and interested me in assisting new Canadians in learning about our

country, and gave me the courage and inspiration to travel and work abroad."

Michele eventually moved to Ottawa, where she now works as a learning program coordinator at SEVEC. In this role, she assists teachers and youth leaders in creating group exchange programs for young people aged 12 to 17. No one knows better than Michele how exchanges give young people an opportunity to challenge themselves and develop confidence, leadership, and often language skills.

SEVEC exchanges also respond to the need of youth to step up and stand out by taking charge, planning, and implementing their own projects in their community, as well as in another community in a different part of Canada. Together, young people on SEVEC exchanges take learning outside the classroom in a fun way to exchange ideas with the young person with whom they've been

twinned, explore volunteering, and experience a different way of life. Exchange themes can range from volunteer work to physical fitness, architecture, language learning, and more! Most participants credit their exchange with the opportunity to develop concrete work and life skills they otherwise might never have had. SEVEC funds the travel portion of the exchanges, and bursaries are also available. The many different exchange programs tailored toward different interests and activities give youth the tools to enhance their work and life for years to come, and are available to any youth group or class in Canada.

visit the SEVEC website at www.sevec.ca or call 1-800-38-SEVEC

SECTION 3

WHERE YOU CAN GO

École secondaire Macdonald-Cartier is a dynamic and innovative place where staff invite the students to aim higher and farther and try new experiences to expand their knowledge.

Some students recently participated in a new cooperative education initiative Collège Boréal offered. This partnership has allowed students of the Conseil scolaire public du Grand-Nord de l'Ontario and the Conseil scolaire catholique du Nouvel-Ontario to register for apprenticeship training in welding. After a 12-week in-class internship at École secondaire catholique Champlain, the trainees did a practical internship in the field with qualified welders. The internship was a huge success. The students completed level 1 of their apprenticeship training, developed welding skills, and established new contacts with employers in the community.

was among the students who took advantage of the opportunity to perfect their welding skills and start their career while still in secondary school. He loved the experience and notes the importance of the Ontario Youth Apprenticeship Program for those who want to work in a skilled trade. He also points out that the practical internship allowed him to gain actual experience, which is a prerequisite employers often demand.

Thanks to this initiative, Daniel has secured a part-time welding position in a local business where he proudly practices his trade... even though he has yet to receive his secondary school diploma. He attends École secondaire Macdonald-Cartier every morning to earn his compulsory credits and then goes to work from 1:00 p.m. to 5:00 p.m., five days a week. He says that this experience has changed his life: "I like what I am doing, I feel valued, and I know that I am a productive member of my work environment."

Daniel is part of a growing number of young adults who are opting for a career in the skilled trades. Skilled workers are extremely well paid and are motivated by new technologies. There is joy and pride in helping to build a building or a new model of heavy machinery! The work is also stimulating. Each project presents new challenges and opportunities to express creativity. Congratulations, Daniel. Your tenacity and fortitude have paid off!

Michel Bélanger,
cooperative education
teacher, École secondaire
Macdonald-Cartier,
Sudbury

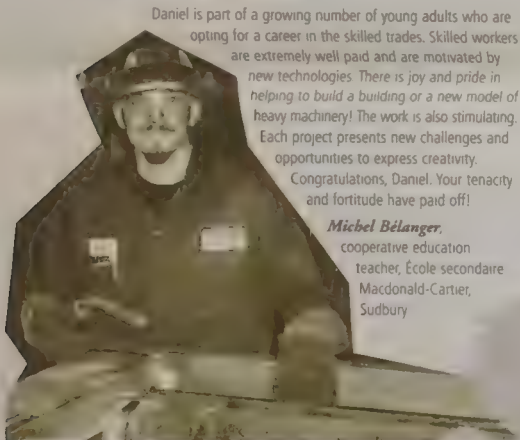
MATTHEW'S SUCCESS

The Junior Success program, introduced in September 2006 at St. Paul High School in Niagara Falls, has already proven to be a successful alternative education intervention strategy for "at-risk" students. With its small class size and specialized classroom learning environment, the Junior Success program provides at-risk students in Grades 9 and 10 with the attention and support they need to achieve success.

is one of those students. In Grade 9, he exhibited several problematic behaviours and as a result failed two courses. He was a daily concern to his parents and teachers. It was evident to everyone that intervention was necessary in his second year of high school. After a meeting with Matthew and his parents, he was placed in the Junior Success program. This specialized program offered him an opportunity to receive one-on-one help with his schoolwork, to recover credits, and to gain new credits through online learning. Most importantly, the Junior Success program helped Matthew develop and use his essential skills, and create a career path through attending presentations by guest speakers, field trips, and job-shadowing opportunities.

Matthew thrived in the Junior Success program. With individualized assistance, he covered a credit in the first week of class. With increased confidence, Matthew began participating more in classroom activities and discussions, and his grades reflected this. During the semester in Junior Success, he developed into a respectful and hardworking student, the star of the program. His ultimate triumph was his attainment of an A in his other classes. His teachers and parents were delighted by the change in Matthew. Through career counselling and classroom-based activities, he developed a career plan. His goal is to become a chef. Matthew has been successfully integrated into the regular school program and continues to succeed. Next year, he plans to pursue cooperative education in culinary arts to experience, first-hand, a "taste" of his chosen career. Bravo, Matthew! He is only one example of how the Junior Success program is helping students achieve success in our high schools today.

Nadia Trapasso, St. Paul Catholic High School, Niagara Falls



OYAP

students the opportunity to become acquainted with a trade before committing 100 percent."

The students of the... scolaire catholique... (Catholic school board) are... with the... apprenticeship... program... OYAP... Ministry of Education... training... students... opportunity... 100 percent... commitment...

secondaire J.J. McElligott help meet the needs of...

...students... training... opportunity... 100 percent... commitment...

Nicholas Vento

...students... training... opportunity... 100 percent... commitment...

with the opportunity to pursue relevant training in...

...students... training... opportunity... 100 percent... commitment...



Marc Labrecque

Guy Guenette

A Sense of Accomplishment



The Limestone District School Board, representing Kingston, Frontenac County, and Lennox and Addington County, would like to introduce Jacob Giles, Chris Marshall, and Ryan Burley – three students to watch in the New Year in construction.

Jacob Giles is a Grade 12 student currently enrolled in one of seven off-site Building Construction Intern Programs running in various locations around the Limestone district. The Limestone Building Construction Intern Program has been running very successfully for 19 years in the Kingston area and is nearing completion of house number 60; Jacob works on site 57.

Jacob, like many of his peers, took several technology-based programs at Napanee District Secondary School, having some success yet struggling with the academics, which for him did not appear connected to the practical, hands-on experiences in which he excelled. Before being selected for the intern program, he had fallen behind in accumulating academic credits and had no clear interest in any program.

Fortunately, in the spring of last year, Jacob registered for the Building Construction Intern Program while at his high school. The totally off-site, full-on approach to learning as you build a new home appealed to his practical nature. After building a new home this semester from the footings up, Jacob will receive four credits, and he now feels confident he will complete the four math credits he needs by June of 2007.

Jacob has registered for the Ontario Youth Apprenticeship Program (OYAP) phase 1 carpenter apprenticeship program starting in February 2007.



offered in collaboration with St. Lawrence College. We expect that Jacob will succeed in the program and secure full-time employment with a member of the Kingston Home Builders Association.

Entering Bayridge Secondary School in Kingston in Grade 9, **Chris Marshall** probably never considered a pathway that would lead him in the direction opposite from the one most of his university-bound classmates took. He maintained good marks in his academic courses, but the class he liked the most was woodworking.

With Grade 12 graduation in sight, Chris realized that he was not yet interested in a formal postsecondary route and was eager to try something more closely connected to the construction classes he liked so much in the previous years. He decided to take a co-op class in his last semester of Grade 12, and was promptly placed at RONA, a building supply retailer, a position Chris enjoyed. After consulting with his three cousins who had previously graduated from the Building Construction Intern Program, Chris signed on last spring for an opportunity to put his interest in construction to the test. Since September, Chris has never looked back. As house number 59 nears completion, Chris finally feels the sense of accomplishment he never felt in the regular classroom.

Like many of his peers, Chris has applied for the OYAP phase 1 program. He is confident that, with or without the course, he is ready to continue his pathway as an apprentice in the construction industry.

When you walk onto the Purdy's Mills Kingston renovation site, you will be greeted immediately by teacher Rick Terry or 18-year-old **Ryan Burley**.



the on-site lead hand of the Renovations Plus program. It has been running successfully for over 10 years in Kingston. Ryan, who has been in the program for more than 2 years, has been involved with many exciting projects – from a downtown dance studio retrofit to a full off-foundation building relocation to restoration of a 100-year-old heritage home in Purdy's Mills.

Ryan has worked hard to earn his position with the crew, and he does not take it lightly, knowing that not long ago he was at risk of not graduating. He admits his first-year of high school resulted in few credits and a lot of poor choices, except for one that led him, in his second year, to seek out an alternative plan in the Renovation Plus Program. Enjoying a new-found passion for school and career since joining the program, Ryan has convinced his younger brother, Dustin, to enter the construction program.

Ryan has applied for the OYAP phase 1 carpenter apprentice program for next semester, in which he will complete the requirements for his Ontario Secondary School Diploma and hopes to put all of his experiences into achieving the newly piloted Specialist High Skills Major.

Ryan is looking forward to the day when he and Dustin will both receive their Certificate of Qualification and start their own business in the renovation construction industry.

Mike Sewell, Skills and Technology Leader, Limestone District School Board

JAMES' AUTO MECHANICS

Both mechanics and participation in the cooperative education program are in the blood of 17-year-old **James Lasanté**, who attends École secondaire catholique Trillium in Chapleau. He is now in his second year of the program and is doing an internship at Mars' Garage where Marcel Lasanté is not only his employer, but also his father! Marcel has welcomed co-op students since he started his business. The other mechanic at the garage,

Steve Rodrigue, was also a student participant in the Ontario Youth Apprenticeship Program, starting in 2002. He is now an apprentice and will take an exam in December to obtain his licence. Michel Lasanté, James's uncle, is a small engine mechanic for UAP in Chapleau and also welcomes co-op students.

"I always enjoyed taking bicycles and toy trucks apart with my cousin and then putting them back together again," says James. "But it was only in Grade 9 that I started to think seriously about working toward a career in automotive mechanics. In Grade 11, I registered for the cooperative education course. This year, I am starting the Ontario Youth Apprenticeship Program. After talking to my father, I have decided to continue my apprenticeship training at the garage next year with both him and Steve."

His father confirms that taking co-op students is an easy decision: "I always need help, and [helping to train students] guarantees the future. This way, we can be certain that we will always have mechanics – which will allow me to stay home and drink coffee," he says as he erupts into infectious laughter.

Louise Etter, cooperative education teacher, École secondaire catholique Trillium, Chapleau

Jessica Keeps on Trucking

Jessica knew that she was a hands-on learner and that she excelled in her technical studies classes at school, but at 16, she knew what she wanted to do for a career. "I decided that I had an interest in working around heavy trucks because her dad was in the business. Enrolling in the co-op education program at Pauline Johnson Collegiate was a way to for her to find out whether this was just a passing interest or something she wished to pursue as a career."

As a truck and coach technician at Carrier Truck Centers in Brantford, Jessica was able to assist with engine rebuilds, service trucks, and complete pre-delivery inspections, among other things. Jessica admits "it was intimidating at first since I was (and still am) the only female in a shop of 40 technicians, including those in the body shop," but she quickly adds, "Now I am treated the same as any other technician." Her diminutive stature did not stop her from tackling any job given to her. She believes a person's size and strength may present challenges, but you can overcome them if you work smart and use appropriate tools.

Once Jessica had decided that she was going to pursue this trade, her co-op teacher arranged to have her registered as a truck and coach technician in Grade 11. Carrier Truck hired Jessica for the summer and she continued to further her skills and knowledge of the truck and coach trade. In Grade 12, Jessica enrolled as a full-day Ontario Youth Apprenticeship Program student, earning four high school credits, apprenticeship hours, and an hourly wage. Jessica will have earned approximately 1,500 hours toward her apprenticeship by the time she graduates from high school!

She believes this trade offers many rewards, which include learning about new technology and having the satisfaction of doing a good job. Mark Brown, the service manager at Carrier Truck, says the reward for Jessica is "proving she can do it." Jessica is very passionate about what she does and, at career information sessions, she often shares with other students information about the trade, her pathway, and the benefits of working in the trucking industry.





A PASSION FOR HAIRSTYING

// Time goes by so fast! I am getting my Ontario High School Diploma this year," says **Stephanie Dupuis**, a Grade 12 student at École secondaire catholique Garmeur in Orléans. Her path to success was an OYAP apprenticeship course in hairstyling. During her first co-op placement, Stephanie discovered a passion for hairstyling. "It was not my first choice for a career. However, when I learned from hairstylists what this profession was all about, I became very interested." Stephanie had difficulty being in a regular classroom. A co-op education placement is not quite like

school. It's hands-on, it's practical. It's an experiment in the workplace. This is what attracted her to the co-op program.

From the beginning, observing people work in the hairstyling salon captured Stephanie's interest. Then she was given a chance to experiment with colours and other tasks. Her interest in hairstyling increased every day.

Stephanie describes her experience: "At one point, the teacher responsible for co-op programs told me that I had talent for hairstyling and recommended that I register in the OYAP program, level 1, at the Cité Collegiale. I was nervous, not knowing what to expect. Once on site, I quickly realized it would be quite an experience! I learned so much! I knew I was learning quickly and I found the training really interesting. In the morning, we had theory, and in the afternoon we applied it in a practical way."

Socially, Stephanie was already an extrovert. All she needed was to fine-tune her communication skills. With theory learned in class,

she was able to listen to constructive criticism from her employer. In co-op training, there is room for errors, but the solutions need to be found and applied immediately.

Co-op education helped Stephanie discover her strengths and develop her skills in a trade that she really enjoys. In the OYAP program, she became motivated and clearly chose a road to success. Her marks were excellent. She acquired important professional skills and just blossomed. Now, she arrives at school and at work on time. Her attendance is perfect. She dresses more professionally – an obvious sign of self-confidence and social empathy. People around her also note her new-found resilience.

"Thanks to the OYAP and the co-op program, I was able to choose a career that I enjoy. It seems as if this training started yesterday... Time flies by so fast," concludes Stephanie, with a glowing smile on her face.

A WONDERFUL SUCCESS STORY!

Denis's dream was to become an electrician, but how was he supposed to make this dream a reality when his secondary school no longer offered electrical courses?

It was a major challenge for the cooperative education teacher to stop this student he hardly knew from dropping out and ending up on the streets of Hamilton. After several meetings, a plan was crafted to help Denis realize that his dream was more attainable than he had thought. Denis completed his compulsory courses, saving four optional credits for the second semester in order to have a taste of life as an electrician.

Finding a position with an electrician is not easy. Denis had hoped to find a position with a local electrician but had instead to approach an employer whose business was in another town. Three weeks of communication with this employer yielded no response, and Denis started to get discouraged. He was prepared to take any placement as long as he could earn his credits. His cooperative education teacher advised Denis to make one last attempt to get a position with another employer.

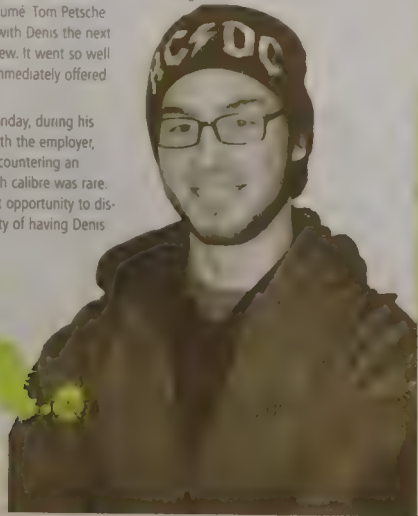
Three days later, Petcom called to ask for Denis' résumé. Tom Petsche wanted to meet with Denis the next day for an interview. It went so well that Denis was immediately offered the job.

The following Monday, during his initial meeting with the employer, Tom said that encountering an apprentice of such calibre was rare. It was the perfect opportunity to discuss the possibility of having Denis

registered in the Ontario Youth Apprenticeship Program. Tom explained to the cooperative education teacher that he usually refused to take on an apprentice before the temporary six-month internship was completed. However, since he had found a rare gem, he was prepared to make an exception.

At the beginning of June, a contract was prepared in collaboration with the Job Connect program in Hamilton. With the help of Sharon Aurore-Bene, the employment consultant, everything was set up to assist both Petcom and Denis. Thanks to the cooperative education program, Denis was able to explore, learn, and experience the skilled trade of an electrician for an entire semester. Tom's recognition of Denis' great skills was the impetus that led Denis to register as an apprentice. His cooperative education employer hired him at the end of June, and he still works for that employer today. Two days a week, Denis attends Mohawk College for theory courses, and then he applies the knowledge he gains from them to his job. What a wonderful success story!

François Giroux, cooperative education teacher, École secondaire Georges P. Vanier, Hamilton



MELANIE LOVES WELDING

Having a welding placement with the City of Sault Ste Marie has given me more joy than I could have ever imagined! Every day I wake up eager to go to work and to learn more about this ever-changing job. I have never felt more secure in my career decisions than I do at this point.

My first instinct on entering high school and being registered in the International Baccalaureate Program at Korah Collegiate and Vocational School was to become a doctor and eventually work as a family practitioner. This idea of mine has clearly changed. During my Grade 10 year at Korah Collegiate, I began to think of a career as a welder, but at that point it was just a thought in the back of my mind. This changed when a guidance counsellor suggested that I consider that option seriously as a viable path for me. So, after that I did some career research and decided that it was the career I wanted to pursue.

After completing my Ontario Secondary School Diploma in the International Baccalaureate Program, I participated in the co-op program. Because of the co-op experience, I have been able to meet and learn from the best in this field. I feel that this program has given me valuable experience, and will lead me toward the life that I have been hoping and working for. In addition to this, it has provided me with the chance to take my next step and become registered as a metal fabricator (fitter, welder) apprentice through the Ontario Youth Apprenticeship Program.



Thank you to all of those who have helped me to get to this point – I truly appreciate your help and guidance. **Melanie Fedorchuk**

Kristian's with Hardrock Mining

Kristian Sharrock, aged 20, describes himself as a hands-on person who prefers working in a shop. He realized his calling through the Ontario Youth Apprenticeship Program (OYAP). His decision to take charge of his life occurred shortly after leaving high school just before graduating. Kristian was fortunate to learn about the RECONNECT Outreach Option of OYAP. His journey back to complete his diploma at Lasalle Secondary School in Sudbury began with his entry into OYAP.

The support of his father, mother, apprenticeship consultant, OYAP project manager, guidance counsellor, and co-op teacher made all the difference in the world to Kristian. Each took a special interest in his potential to do well in the trades. He is now working happily for Hardrock Mining Products Ltd., earning dual qualifications as a general machinist and welder apprentice.

In the production shop, Kristian has many responsibilities, including producing mining bars, using forklifts, moving and handling material, and preparation work. He describes his apprenticeship as extremely hands-on and fun.

Kristian recommends OYAP to students because trades are booming and skilled tradespeople are in demand. He appreciates the way the program is delivered. Being paid while participating in a co-op placement is a plus. Kristian advises students contemplating entering the trades that apprenticeship is "an excellent choice because you are taught by others who have years of experience. You can follow their example. Watching others in your field of work gives you a tremendous opportunity to get a quality education."



"It seems to have brought him back on track."

For Kristian, the workplace clearly provides a valuable and relevant education. He says the program is well organized and the people directing it are very nice, and he especially likes the way the program is promoted and supported at his school. Kristian is an excellent ambassador for the OYAP Program. He tells others about the benefits of the program and has been recognized for his positive attitude about it. He looks forward to going to work every day.

Kristian's mother believes OYAP provides a very good experience for students and exceptional opportunities for the younger generation. She knows first hand the benefits of the program. "It seems to have brought him back on track," she says. She also points out how great the people involved in the program are, how excellent their work is, and how dedicated they are to ensuring success for students interested in pursuing the trades.

WONDERS OF WORK INTERNSHIP

I am 17 years old and attend East Elgin Secondary School in Aylmer. I was born in Hamilton and attended 13 elementary schools. My parents split up when I was nine, and my mom has done a good job of raising me. I never see or talk to my father. We moved to Vienna, Ontario, 24 kilometres from Aylmer, and I began Grade 9 at East Elgin. Moving was really difficult because, unlike Hamilton, Aylmer has no city buses. My mom and I had very little income and we depended on other people to drive us into town.

I was mixed up with the "wrong" crowd of people and began skipping school all the time. I skipped so much that my mom sent me back to Hamilton to live with my grandmother. I calmed down and moved back to my mother's place in time for Grade 10. I got into a fight and was charged by the police, and I continued to skip school. I earned only two credits by the end of the year.

In the summer, my mom and I moved to Port Burwell, 26 kilometres from Aylmer, and I was introduced to a brand new program called Work Internship. I was in a smaller class where more attention was given to each student. For the first month and a half, my attendance was fairly regular and the emphasis was on academic subjects. In October, I was succeeding in class and began my Work Internship co-op placement at a local restaurant. My attendance was regular, and my teachers and the job coach continuously checked my work habits, attitude, and attendance. By February of last year, I decided I wanted a change of work.

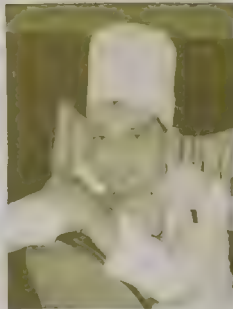


Katrina Finnamore

My new placement is at a local beauty salon and day spa, where I work four afternoons a week. I have progressively taken on new tasks and responsibilities. Not only am I now regularly attending and getting a mark of 90 per cent at my placement, I am working weekends and was employed regularly at the salon last summer. I have also been working part-time at another store in Aylmer, and my mom and I have moved into town to be closer to places of employment.

"I have made a 180-degree turn toward success!"

I earned all my credits last year and didn't skip once. This year, I have a B average in my academic subjects. The Work Internship Program and two wonderful teachers changed my life. I now have a career goal to be a hair-stylist and esthetician. I am a Grade 12 Ontario Youth Apprenticeship Program student at Jovan's Beauty Salon and Day Spa, and I am planning to attend Fanshawe College to continue my apprenticeship. I have made a 180-degree turn toward success! **Katrina Finnamore**



James Murray is a student at Fanshawe College who has completed his first year of study. He is currently working as a hair stylist and esthetician at Jovan's Beauty Salon and Day Spa. He is planning to attend Fanshawe College to continue his apprenticeship.

"OYAP... is for students who have a career in mind."

James Murray is a student at Fanshawe College who has completed his first year of study. He is currently working as a hair stylist and esthetician at Jovan's Beauty Salon and Day Spa. He is planning to attend Fanshawe College to continue his apprenticeship. He is a Grade 12 Ontario Youth Apprenticeship Program student at Jovan's Beauty Salon and Day Spa, and I am planning to attend Fanshawe College to continue my apprenticeship. I have made a 180-degree turn toward success! **James Murray**



DANIELLE LIVES HER DREAM

For Danielle Lives, Fanshawe College's fall 2006 valedictorian, coming out on top seems to come naturally. At age 15, Danielle brought home from the 2000 Paralympics in Sydney, Australia, three gold medals and one silver medal for swimming. Four years later, she captured a silver and two bronzes at the Athens Paralympics.

Today, Danielle, a graduate of Fanshawe's Child and Youth Worker Program, has already started a job that represents a lifelong goal — work with children, helping them realize their potential and overcome challenges. Danielle, who recently began work as a case aid for the Children's Aid Society in Windsor, knows all about overcoming challenges. She took up swimming as a therapy for muscular dystrophy, but she says she has never been interested in being thought of as "that poor girl with a disability."

"I've been able to achieve an important goal for myself — to be seen first as an athlete and a student, and now as a professional." Danielle always knew she wanted to work with children. After the Athens Paralympics, a swimming coach lured Danielle to London where she met instructors for Fanshawe's Child and Youth Worker Program and decided that the college was the place to go.

Program coordinator Joanne Cox says that Danielle's performance in work placements in an elementary school and with the Children's Aid Society in Windsor impressed employers, and that's how she landed the job she has now. Danielle says that living your dream is not so hard if you know the secret — to see the dream and then set little goals to get you there.

Danielle is delighted with her new job and she continues to keep in shape. She has set her sights on the 2008 Paralympics, further education, and maybe — someday — a private practice. There's no doubt Danielle's "small steps" will lead her to even bigger goals!

ECO-TOURISM

What do you want to do? How do you decide about the future? These are just some of the questions that teachers J.P. Greenwood and Ryan Forsyth pose to students enrolled in Northern Lights Secondary School's new Eco-Tourism Program Pathway. At Northern Lights, students can now choose an experiential learning pathway on which they acquire valuable skills required for employment in the fast-changing tourism industry. Through a variety of experiences, students learn both "soft" and "hard" skills relating to working with people, communication, business start-up, safety, and equipment management. The culminating activity for the eco-tourism program is an 11-day canoe trip down a major northern Ontario river. Before students reach this stage, however, they must first learn to get along well with others, believe in themselves, and acquire the skills needed to complete a major expedition. In preparing for the journey, students acquire certifications in first aid, flat-water canoeing, boater safety, and "First Host," and complete a leadership development program consisting of challenge-based activities designed to build trust, self-esteem, and the personal resiliency needed for success on the river and in life. Ultimately, students learn a great deal about themselves and are better prepared to make good career choices and overcome many of the challenges in life that may appear around "the next bend in the river."

In June 2006, students in the eco-tourism program successfully completed an 11-day canoe trip from Mattice home to Moosonee via the Missinaibi River. The following is one student's brief description of the experience.



Testing the Limits

"I knew that this trip would be testing all my physical, mental, and emotional abilities, that it would be one of the greatest challenges of my life, but I didn't know to what level until it was finished.

We departed from Mattice and were destined for Moosonee. Roughly 320 kilometres would be crammed into 11 days that consisted of 10 to 12 hours on the river. There were five canoes and 11 people. One canoe had to have three people aboard, plus all the gear possible, while the other four boats had more than 200 pounds of gear and a person at the bow and stern.

The first day, when we pushed the canoes off the shore of Mattice, fear struck me and I remember shaking in the boat, but I knew I was also

going to have the time of my life. As a group, we came across a lot of tough challenges, like suffering through thousands of bugs, the 10 to 12 hours on the water, the 5:30 mornings. But all of that was swept away by the beauty of the scenery, such as Thunder House Falls, where the water was literally thundering down the rocks, the extremely high peaks of Hells Gate Gorge, and the other nameless beauty that we passed during our hours on the river.

Things seemed so surreal when I came back home. I felt as if I didn't need all the things I was so used to before, but I am thankful for everything and everyone. This trip has definitely changed my perspective on life and everything in my life, and I will take what I've seen and done to heart."

WHERE YOU CAN GO



THE SPECIALIST HIGH SKILLS MAJOR (SHSM)

Having grown up on a farm, I have always been interested in agriculture, machinery, and the outdoors. I have been involved in 4-H Club activities and started driving tractor (bugging corn and cultivating) for my dad when I was 11. At 13, I started working for a Toronto Stock Exchange executive, maintaining his lawns and cottage near Seaforth. A year later, I was hired part-time at a farm equipment company in that town, where I continued working until June 2006. For the summer I worked full-time for another farm equipment company, assisting the mechanics in the parts department. I hope to continue working there on weekends during the school year.

For the last two years, I have helped my dad and our neighbour, planting and combining the crops. My parents crop 900 acres of land, mostly with wheat, soybeans, white beans, and corn. My dad and I combine about 1,500 acres of crops. He also has his own business spraying pesticides and herbicides on about 25,000 acres per year. As well, I help on my parents' chicken farm, located in Dublin.

This semester I have been privileged to experience the newly introduced Specialist High Skills Major (SHSM) agriculture technology program, which has given me the opportunity to learn more about agricultural equipment, in theory and in practice. I have put a new clutch on the Case IH tractor, rebuilt the engine of a John Deere, fixed radiator leaks, and done simple electrical repairs. I have greatly enjoyed this whole semester of ag tech and have become good friends with the other students in the class.

We have learned many important things about agricultural equipment and other aspects of agriculture, such as pesticides, livestock, and grain-grading certifications. My favourite part of ag tech is working on the machines. I hope to own my own farm someday and be able to work around friends who have the same dreams. I would highly recommend this course to all students interested in agriculture. Even if they do not want to become licensed mechanics when they are older, the course provides a solid base of knowledge of simple repairs and machine maintenance. I think this pilot course is valuable for many students at our rural high school. My plan after Grade 12 is to attend Guelph University or Fanshawe College in an agriculture-related program.

Kyle DeCarle

I live on a 200-acre dairy farm. My great-grandparents moved here from Holland in 1948, and I hope that one day it will be a fourth-generation dairy farm. We are currently milking between 30 and 35 cows, a very small herd in an ever-growing industry. With the exception of combining, we do all of our own cropping, so equipment repairs are almost a daily task.

I keep busy preparing dairy cattle for various national and international shows for many well-known cattle owners and breeders. This has taken me all across the province, as well as to Indiana and New York several times. I joined the Lucknow 4-H Dairy Club when I was 10 and am still a member. Travelling to the local fairs and meeting new people has been phenomenal. It has also taken me to the Royal Winter Fair in Toronto, where I've participated in the Scotia Bank Classic every year since I was 12, competing against other club members from across the country.

This wasn't just a filler course to get me through to graduation. I took this agriculture program because I hope to take over our farm one day. The more information I learn about the equipment involved, the better. I'm still planning to take courses such as calculus, chemistry, and biology because doing so will benefit me after graduation. I already have years of hands-on experience helping my father with many repairs, as well as experience from past (auto) tech programs, but I wanted to become more informed and involved with the more difficult problems that arise. The thing that I'm most excited about is the opportunity to get more in-depth hands-on experience with engine or hydraulic repairs.

I plan to pursue a degree in animal sciences at Ridgeway College after graduation. In this program I will learn the animal care and management aspect of a dairy operation. I am learning the more technical aspects in my current course.

So far in ag tech I have worked on many projects, including the Massey 175, the John Deere, and the Allis CA. I have enjoyed working in this class because we get our hands dirty and find out how the equipment really works. We learn how to read owner's manuals and also how to apply what we read. My favourite part of the course is working on the equipment. A lot of things break in the shop, but we seem to get through whatever problems arise. I would recommend this course to anyone who is interested in farming of any kind.

Alex Van Osch

BOYD PURSUES CARPENTRY

Boyd Jansen is building a great future for himself. The 17-year-old South Lincoln High School student is pursuing a career as a general carpenter, and very soon he will be adding the building of a complete home to his already quite impressive résumé.

Boyd is one of 18 students from the District School Board of Niagara selected to participate in the Specialist High Skills Major—Construction house building project. The project, a partnership between Phelps Homes and the school board, allows students to earn secondary school credits while working on the construction site all day, every day.

This board is one of three provincial pilot sites delivering a Specialist High Skills Major (SHSM) in construction. The SHSM includes the delivery of industry-recognized certifications, including those relating to the Workplace Hazardous Materials Information System, first aid, and fall protection.

Boyd was selected for this program partly on the basis of his résumé, which included previous experience through summer and part-time jobs working with a renovation company and a tile setter. In these jobs, Boyd did a lot of cleaning up and observed the work being done. The SHSM—Construction project has enabled Boyd to demonstrate the skills he is learning. He and his fellow students will soon put the finishing touches on the semi-detached home in Beamsville that they have built from the foundation up.

"It is so much more than being in a school," says Boyd. "It is learning hands-on knowledge. It is more

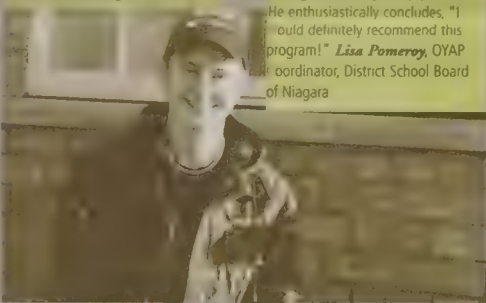
physically demanding, but also more rewarding." In addition to earning credits and industry-recognized certifications, Boyd has enrolled in an apprenticeship as a general carpenter through the Ontario Youth Apprenticeship Program (OYAP). He is very eager to pursue his postsecondary education through an apprenticeship and then start his own business.

"[The SHSM in construction] gives us the opportunity to see the processes. We learn how to calculate the volume of concrete, for example. Then we see the process and really understand why we learned that calculation."

Boyd's parents are thrilled that he was selected for the project. Boyd has always been able to earn good grades in school, but he had difficulty maintaining interest when sitting in traditional classrooms. He always excelled at the practical project work in any subject. Boyd reflects on his experience: "I look a lot more closely at details—how the trim is cut, how straight the walls are—and I know what I am looking for."

This experience has opened a number of new doors for Boyd. In addition to starting his postsecondary education through apprenticeship, he will be attending college one day a week during the second semester to explore career-building and business-related courses, which he hopes will help him start his own business. Attending college will enable Boyd to continue with his OYAP training four days a week through an all-day co-op placement. He enthusiastically concludes, "I would definitely recommend this program!"

Lisa Pomeroy, OYAP coordinator, District School Board of Niagara



At École secondaire catholique Champlain in Chelmsford, we have an excellent program that allows students to obtain a Specialist High Skills Major in manufacturing while completing the requirements for obtaining an Ontario Secondary School Diploma. I would like to tell you about the experience I had last year.

I am a tradesman and my area of interest is manufacturing technology. In Grade 9, I took the introduction to technology course, followed by all the manufacturing and welding courses in Grades 10, 11 and 12. Last year I decided to choose welding as my career.

Imagine studying manufacturing as a secondary school student while learning the same concepts as a college student. This was exactly what happened when I took a level 1 apprenticeship manufacturing course at École secondaire catholique Champlain in 2006. The learning experience was truly remarkable. The teachers, who were also journeymen, taught me the same concepts as my apprenticeship training from Oliver

Barriault of Collège Boréal. I was placed in a class of 12 students who all share the same interests as I do, which means that we give each other a lot of support.

The class schedule is quite special. The first two hours of the afternoon are generally dedicated to theory. We spend the last three hours in a workshop where we can apply the concepts we have just learned. This school training lasted 14 weeks for a total of 300 hours (from February to May). I ended the year with a cooperative education internship at Lessard Welding from the last week of May to mid-June, where I was able to apply all the concepts I learned at school.

The program provided me with a lot of knowledge on welding procedures and techniques, particularly with respect to handling material and equipment, cutting, and detailed plans, as well as models or prototypes of class projects. In addition to passing this course, I took—and passed—a practical exam through the Canadian Welding Bureau (CWB).

This allowed me to obtain welding certification, which means I am qualified to do both flat and horizontal welding.

My cooperative education internship gave me access to Lessard Welding, where I continued to work during the summer. This company has several contracts with Xstrata Nickel, INCO, and this gives me other opportunities.

This year, I want to register to attend the underwater skills program at Seneca College in Toronto, as I have a keen interest in underwater welding. I will soon be required to take a test that is one of six criteria for acceptance into the program. With my CWB certification, I think that I stand a very good chance.

I recommend that all students with an interest in this area consider taking the manufacturing course with apprenticeship training and the Specialist High Skills Major.

Joël Gascon

Paul's Hands-on Learning

is a student at Dryden High School who has always enjoyed hands-on learning but found his niche through the Integrated Trades Program (ITP20). This program, developed by Keewatin-Patricia District School Board, focuses on developing multi-skilled trades in a culturally appropriate trade cluster for secondary school delivery. It integrates the needs of industry and apprenticeship certification by providing the necessary curriculum. Its goal is to enhance pathways for Aboriginal student success in skills and trades training, either in a work-based, secondary school, or postsecondary environment. ITP20 harmonizes Aboriginal approaches to knowledge and understanding with those of the mainstream school system. Culturally appropriate teaching methods and content engage the Aboriginal student and create an awareness of and appreciation for Aboriginal culture in the general school population.

After consultation with various stakeholders, the following trades were chosen for the program: carpentry, electrical, plumbing, heating and ventilation, welding, and small engine maintenance. The program allows students to obtain fundamental skills linked to various trades, and to understand safe working practices and procedures of those trades. Students explore what materials, tools, and equipment are used in different fields, and identify some of the health and safety concerns associated with the practice. The exposure to a number of different trade occupations is beneficial for many students, including Paul, who will be able to leave high school ready for a career in carpentry due to this "multi skilling" approach.

Not only has he learned how to operate the band saw, table saw, joiner, and sander, Paul has also done some soldering and electrical work. He has completed several projects, including a CD holder, a wine rack, and a nightstand. Through his involvement with the woodworking components, Paul has decided that he would like to become a carpenter, specifically a furniture maker and cabinetmaker.

Paul says that one of the best aspects of the course is the class size. It is small and so allows for individualized instruction. Because of this, Paul has been able to concentrate on the task at hand. Distractions are limited, and the tone of the class more accurately reflects the working environment of a carpenter. Having ample discussion time with other students helps Paul consolidate his learning. The small class size has helped him learn the proper methodology of the trade and enabled him to focus his skills.

Even though the course is challenging, Paul is ready to move on to the next level. He has been encouraged to enter a co-op placement next semester, and continues to challenge himself in the classroom. This course has helped him with his career endeavours, and he encourages other students to explore their futures through trades courses such as this one. *Shayna Willis and Sabrina Skye*, Keewatin-Patricia District School Board



JODEE'S A ROLE MODEL

On a cold November day, I stopped by a steel-building construction site in Burlington and was proud to see former student **Jodee Hancock**, spud wrench in hand, eagerly working at her new job as a pre-engineered metal building erector. This is her success story.

When asked why she chose this field, Jodee referred to her father who ran a steel company for 30 years: "He was a big influence in my life, being a jack of all trades." So, when she attended an information session, she signed up for the pre-apprenticeship program immediately. She was the only woman in a class of 20. "Being the only female made me want to be successful even more." It's that kind of attitude that made her a role model for the rest of her class and women who dare to enter this field.

Jodee attributes much of her success to the partnership program offered by

the Centre for Skills Development & Training and Scott Steel Erectors. The literacy and basic skills component included essential skills, with an emphasis on document use, numeracy, and employability skills. Throughout the program, she also excelled in practical and theoretical aspects of constructing steel buildings. Seeing how well she did in our program, we were eager that she share her experiences about her learning curve.

How does she guarantee success? By being prepared, Jodee says. "I always carry with me, no matter what the job, a tape measure, pencil, marker, knife, nut drivers, bolt bag, and a couple of spuds. You never know what you'll be doing or where you'll be going, because it is a pretty fast paced envi-

ronment, so it's better to always, always be equipped. I personally call my coveralls 'bibs.' If I'm sheeting, I call the screws 'bullets,' and my harness is my 'monkey suit,' because we joke you have to be half primate to do this job, the way we climb around on the iron."

Jodee has learned much wisdom as she overcomes barriers, such as being one of only four women out of 250 skilled workers on the job site. "Having faith gives me more drive," she says. "I have set my sights on being a foreperson when I am ready." She knows she must first master all the skills of the trade before taking on a new role, so apprenticeship as a steel worker will be her main target for now. Her positive attitude stems from her personal tenets: "1. Be strong mentally. 2. Be confident in what you do and when

you do these things, you will boost your self-esteem." She advises other females to set goals, both short- and long-term ones. In Jodee's view, "You can get a forklift or welding ticket or become a foreperson – the sky's the limit."

Having provided solid training and preparation in working smartly and safely, we at the Doorways Literacy and Basic Skills agency are proud to applaud and support this courageous, determined woman who has the right stuff to hold her own in the world of steel construction.

For more information on programs run by the Centre for Skills Development & Training in Burlington, contact Patricia Whyte, Coordinator of Doorways Literacy and Basic Skills, at 905-333-3499, ext. 132, and check out www.thecentre.on.ca.

SABRINA and SHAYNA Are Determined

Defining success when providing educational opportunities for at-risk youth is always a challenge. What value is placed on marks, attendance, credit accumulation, and postsecondary pathways versus addressing issues with nutrition, shelter, family, and personal esteem? Add the benefits for creating a culturally sensitive environment to support Aboriginal youth in a big city, and the need for programs like the Strengthening Hamilton Aboriginal Education (SHAE) Program become clear. It arose from a Ministry of Education initiative in partnership with the Hamilton Wentworth District School Board, specifically Sir John A. Macdonald SS. The program is located in the basement of the Hamilton Regional Indian Centre.

Two students who exemplify success by finding a positive life pathway are *Shayna Willis*. In September 2004, the girls entered the SHAE Program with different expectations and in different circumstances, yet both made the most of the opportunities it offered. Each has accumulated credits through the self-paced program; Shayna, 11 credits, and Sabrina, 8 credits, demonstrated a significant commitment to their learning. At various times, they have volunteered to help with special events organized by the Indian Centre. They have participated in fundraisers and school trips to cultural events. After a year in the program, both girls attempted to return part-time to Macdonald, their home school. Even though the challenges that had caused them to leave school still existed, the girls used the various resources and supports at the SHAE Program and NYA.WEH (Macdonald's in-school Aboriginal program) to overcome the obstacles and continue to move forward.

Five semesters have passed, and over 300 students have passed through the SHAE Program's doors. No two paths have been the same. Sabrina and Shayna, now 17 and 16, are readying themselves for another phase of their journey. Both have been accepted next semester into a specialized militia co-op program to gain experience in a military environment, develop self-confidence, leadership, and teamwork skills, and earn four credits (one physical education, one math, and two cooperative education credits) while earning their Basic Military Qualification.

Looking back, much of Sabrina's and Shayna's success comes from their persistence and dedication and the flexible programming that supports them. Defining success may be difficult, but recognizing it in these young women as they move forward with such determination is easy.

Shayna advises, "I knew I had to get it [school] done, so just do it. Come to school to work, don't fool around. There's time for that after." Sabrina says, "No one said life is easy or fair. Stay strong, be smart, and do what needs to be done."

Valerie Shepherd, teacher, SHAE Program



MELISSA'S VOICE

Once, *Melissa Elliott* might have been characterized as a very quiet student, but she has found that speaking up has opened a world of possibilities and opportunities that have changed her life completely.

Melissa, a Mohawk, is a Grade 12 student from Six Nations who found her calling through a surprising chain of events that began when she attended an Indigenous Elders and Youth Summit when she was 14. She says, "When I started to talk to people, people a lot older than me from all over the place, something sparked in me and I wanted to know more and get involved more. I started hearing all these stories, and about moral issues youth face that can't be ignored."

Melissa has kept advancing. From a chance to do a segment for VoxTalk – a broadcast journalist spot on the Aboriginal Peoples Television Network – to her recent opportunity to represent her riding at the Ontario Students' Assembly on Electoral Reform, Melissa has had one exciting opportunity after another.

In her Grade 12 history class at Pauline Johnson Collegiate and Vocational School in Brantford, Melissa shared her perspective on the land dispute in Caledonia, and she has been answering questions from her fellow students ever since. Seeing the need to provide awareness and information, she states, "I'd hear about a different group and then I'd join it, or a couple of friends and I would come up with an idea and then we'd do something about it." Because of her involvement with community groups, the Spirit of the Youth Working Group and Native Youth for Life, and her school's Native club, she has found it difficult to balance her school work, extracurricular school theatre work, and club duties, but she's managing. These recent opportunities have led her to apply to York University to major in political science in the fall.

More and more, Melissa is being asked for her opinion at leadership tables. Saying no is difficult for her because she knows the opportunities she's offered may not come again. She strongly encourages other youth to do the same. Her advice is, "Not only have a passion for what you are doing, but, if you have an issue you want to talk about, talk about it, get something done. If you want to do something, do it. Don't let things hold you back. Don't be quiet, that's the most important thing."

AIC Student and Instructor

In 2006, the inaugural year for the Aboriginal Institutes' Consortium (AIC) awards, AIC honoured the dedication and commitment of students and instructors at its member institutions. Recognition of instructors was based on successful and exemplary program delivery and a high level of commitment to student achievement. Students and instructors were each awarded \$500 and a plaque to commemorate the occasion. AIC also provided each institution with plaques to display the names of the award winners.

STUDENT AWARD WINNERS

The Anishinabek Educational Institute (AEI) honoured **ROSS KECHEGO**, the school's youngest student in the Native Pre-Health Sciences Program. He excelled in the program and has proven to be a perfect candidate for the Paramedic Program. Ross says, "Going through this first year made me realize that I want to help people and provide for my family. A paramedic is what I want to become, ... something that I really want, so I am going to continue and make my family proud."

SHANE JOHNSON graduated with honours from the Automotive Service Technician Program at the Ogweheweh Skills and Trades Training Centre. He was punctual and worked hard at both the academic and practical components of the program. He was always willing to assist the instructor and classmates with tasks and did not hesitate to stay late to complete the job on time and ensure it was done well. Shane is a great role model and an intelligent, motivated young man. Congratulations, Shane.

CHRISTINE SLIWA, a Mohawk from Tyendinaga Mohawk Territory and a student in the Aboriginal Teacher Education Program (ATEP), received the student award from Kenjgewin Teg Educational Institute (KTEI). Christine is an exemplary student who demonstrates a high level of commitment in the high-quality work she did in her courses at KTEI. She is well respected by her peers and offers support to her colleagues without hesitation. Christine's practicum reports demonstrate her high degree of professionalism. She was highly valued by her associate teachers and the classroom students in both practicums. Her teachers at KTEI are confident that Christine will be an effective and efficient teacher who will have a lasting impact on the lives of the children in her classrooms.

KIMBERLY ROSE LOGAN was Six Nations Polytechnic's selection as winner of the AIC student award. A student in the Native University Transfer Program, Kimberly has had a positive experience. "I gained the awareness of expectations, responsibility, confidence and determination to succeed, and the necessary organizational skills to balance a family and school and continue to be successful. While pursuing my goals," she reports. After graduating from Six Nations Polytechnic, she plans to continue her education at the University of Regina. Kimberly is a member of the Rainy River First Nation community, surrounded by family and the supportive staff and professors. Kimberly is a mother of four and a certified group fitness leader, yoga instructor and personal trainer. Congratulations, Kimberly.

GLENN SWAMP is a graduate of the Police Foundations Program at Iohahio Akwesasne Adult Education. After an 18-year career on high steel, Glenn changed his focus due to his desire to work for his community and be close to home for his sons. He set out to develop new skills, complete the program, gain employment, be open minded to what he was learning, and have fun. In reflecting on his experience, Glenn says, "I expected to achieve my goals and realized along the road how a solid support system greatly ensures the success of an individual." Glenn completed the program in May 2006 and began his new job in the community.

CAROLYN ANNE MCGINNIS has been an excellent student in the Early Childhood Education Program at Seven Generations Education Institute (SGEI). Her transcript attests to her dedication, work ethic, and attendance. Carolyn is a quiet, kind, friendly and hard-working student who gets along with her peers. She participates easily in class, likes to laugh, and enjoys working with classmates. Carolyn is an accomplished single-dress dancer who is dedicated to Anishinabeg traditions, teachings, and culture. She values academic learning and exemplifies the meeting of Anishinabeg and scholar. Carolyn is an Anishinabe, Lynx clan, from the Rainy River First Nation.

SABRINA MANTOWABI is a student in the Aviation Program at First Nations Technical Institute (FNTI). She never dreamed she could become a pilot "because it just seemed so impossible," Sabrina says. "There is a wide range of fields that I can choose from after completing training at First Nations Technical Institute. I want to become an air ambulance pilot, or medic, transporting people who need medical attention to hospitals in isolated areas. I would also enjoy transporting medicines and food to people of Third World countries. I am so thankful that FNTI has given me such a great opportunity to learn to become a professional pilot. It is truly an amazing experience that I have loved since the first day that I stepped into an airplane." Sabrina is Odawa, from Wikwemikong, Manitoulin Island, and one of 12 children raised by her mother.



INSTRUCTOR AWARD WINNERS

CHERYL WALKER has instructed at Iohahio Akwesasne Adult Education since 1995. She has had a significant role in the successful delivery of the Social Services Worker, Teacher Assistant, Early Childhood Education, Child Youth Worker, Nursing, and General Arts and Science programs. Iohahio reports, "Cheryl's commitment to provide a professional standard of quality has contributed in producing graduates who are trained to meet real, identified needs and will enhance the social and economic growth of the community of Akwesasne." Students enjoy attending her classes, respond well to her learning activities, and are comfortable asking questions and expressing their ideas. Cheryl makes herself available to provide extra assistance and support to help students overcome personal and academic barriers.

TRACEY LEE teaches in the Personal Support Worker Program at SGEI. She has been an instructor for many years and has a wealth of experience in the field. Tracey is a dedicated and passionate educator who is committed to providing her students with the best possible learning experience. She is always available to provide extra assistance and support to help students overcome personal and academic barriers.

BLAKE BOMBERRY JR. is an instructor in the Automotive Service Technician Program delivered by the Ogweheweh Skills and Trades Training Centre (OSTTC). Currently pursuing a Bachelor of Education degree, Blake brings to the classroom nearly 20 years' experience in the automotive field and 14 years as a certified interprovincial automotive service technician. Patience, passion, and enthusiasm all contribute to Blake's teaching style, in which student safety is first and foremost! Blake has been instrumental in program development for OSTTC automotive and welding programs. He actively takes part in research and public relations, which helped OSTTC become an accredited training delivery agent.

SAL NFBENIONQUIT-SAULT has instructed in the Early Childhood Education (ECE) program at SGEI for many years. He is a dedicated and passionate educator who is committed to providing his students with the best possible learning experience. He is always available to provide extra assistance and support to help students overcome personal and academic barriers.

DAN STARGRATT teaches elementary mathematics in the ATEP at KTEI. He is an articulate teacher who is committed to promoting excellence in mathematics. He demonstrates professionalism in his teaching methodologies and is an excellent role model. Dan encourages his students to strive beyond the learning objectives defined by the course syllabus. KTEI recognizes that Dan's contribution is shaping the future by fostering mathematics excellence in First Nation schools. Dan holds an honours degree in Native studies, is a graduate of ATEP, is a specialist in special education, and has a master's degree in education. He is the vice-principal at St. David School in Sudbury.

DR. DAWN MARTIN-HILL, PhD, has instructed in Six Nations Polytechnic's Native University Transfer Program for many years. She is a dedicated and passionate educator who is committed to providing her students with the best possible learning experience. She is always available to provide extra assistance and support to help students overcome personal and academic barriers.

RICK HILL instructs in the Indigenous Community Health Approaches (ICHA) Program at FNTI. He was instrumental in developing the vision for and establishing the ICHA Program. This year, he coordinated the planting of a community garden at Six Nations for students in the ICHA Program. He is always available to tutor and counsel students, has a wonderful sense of humour, and makes every class enjoyable and fun. Rick is always willing to help in any capacity required. He has an astonishing knowledge base in Native history and issues, specifically concerning the Haudenosaunee peoples, and is well known as a cultural educator in Haudenosaunee Territory. Rick obtained a master's degree in American Indian studies from the State University of New York, Buffalo, where he has worked for 20 years. He has taught at McMaster University, Mohawk College, and Six Nations Polytechnic. Currently, Rick is the chairperson for the Haudenosaunee Standing Committee on Repatriation and a museum consultant and former director of public programs for the National Museum of the American Indian, Smithsonian Institution, Washington, D.C. Rick is Tuscarora, Beaver clan, from Grand River Territory, where he lives with his partner and new daughter.

NURSING: A Career for Life

If you're looking for an exciting, diverse, and challenging career, look no further than nursing. Collaborating with other health-care professionals, registered nurses (RNs) improve the health of Ontarians through their work with individuals, families, and communities. RNs practise in hospitals, community health centres, long-term care facilities, and the home. They also teach, conduct research, and participate in advocacy work and political activities that can influence health care policy at the provincial and federal levels.

RNs are among the most sought-after professionals in the world and are the most trusted and respected group of health professionals. Take a closer look at these RNs, who are discovering what nursing is all about.

SUZANNE'S NEW SKILLS

Suzanne Paquette is a young woman who entered our program at F.J. Dellandrea Place, a sheltered workshop for developmentally disabled students. F.J. Dellandrea and the Near North District School Board worked in conjunction to bring a literacy program to this facility. As a trainee here, Suzanne waited on tables and took orders using a pic symbol menu. She had the ability to recognize her name orally and in written form but was unable to write it. She knew some of the alphabet but didn't recognize it in written form either. When she began this course, her goal was to be able to recognize and write the alphabet and personal information.

At the end of four months of one-hour daily classes, Suzanne is now able to recognize and write her name, address, postal code, and phone number from memory. She relies less on the pic symbols and more on the actual words. Due to this newfound strength, her self-esteem has increased greatly and her co-workers find her more enjoyable to work with as she is less frustrated on the job.

Another goal Suzanne had was to be able to add and subtract one- and two-digit numbers. With the assistance of an abacus, she is now able to do just that. She understands the concept behind double-digit addition with regrouping, as well as double-digit subtraction with borrowing. These are skills she will be able to use eventually in working the cash register. This young woman has come a long way in a short time and is determined to continue to thrive in this enriched part of her life.

Christine Lybba, literacy instructor, F.J. Dellandrea Place, North Bay



Crystal Miller

Erin Peltier

Aric Rankin

For more information, check out

www.RNAO.org

www.nursingnow.org

CORRECTIONS NURSING

Crystal Miller got into nursing to reach out to marginalized Canadians and to make a difference in their lives. "I was inspired to be part of a profession that cares for people and not just illnesses," she says.

Her career quest has led her to provide compassionate nursing care for inmates at various facilities in the Toronto area. As one of the corrections liaison nurses for Toronto Public Health's Tuberculosis Prevention and Control Program, Crystal works with two levels of government: Ontario's Ministry of Community Safety and Correctional Services, and the City of Toronto.

As a young female RN fresh out of nursing school, Crystal was concerned about the response she would receive from male prisoners in places like Toronto's Don Jail, one of the sites where she provides nursing services. Soon, however, she learned "that inmates are just like other clients. They desire respect like everyone else, and when it is given, it is also received," she explains with characteristic optimism.

Although she's now accustomed to her unusual frontline environment and finds it very fulfilling, it also presents unique challenges and complexities. "I have to juggle many different priorities and be sensitive to the needs and guidelines of different government organizations, security, correctional officers, and unions."

Crystal says that students considering a similar public health nursing role, or a corrections role, need to develop specific characteristics. A high energy level, excellent communication and interpersonal skills, and the ability to think fast on your feet are key to doing a good job. She also says being observant, sensitive, and non-judgmental in your professional approach is important, especially considering inmates often face social stigma.

At only 28, Crystal has already built an impressive résumé. She has a Master of Nursing degree from the University of Toronto and a Bachelor of Nursing Science degree from Queen's University in Kingston. She plans to continue adding to her professional and educational experience by broadening her skills and understanding of other public health issues, including infectious diseases, health promotion, and how to advocate more effectively for marginalized groups.

NURSE PRACTITIONER FOR AN ABORIGINAL POPULATION

Erin Peltier began her exciting nursing career in 2001 when she became an outpost community health nurse in her hometown of Wikwemikong, a reserve on Manitoulin Island. She then became an outpost nurse at the Kashechewan Cree reserve near James Bay, and spent three years there helping the Aboriginal population cope with many chronic and emergency health issues such as diabetes, hypertension, drug addiction, sexually transmitted diseases, and injuries due to fights, falls, and accidents.

Erin, a graduate of Laurentian's Bachelor of Science in Nursing program, thought she had some understanding of the professional challenges she might face in her new role. In Kashechewan, however, she found the lack of health-care infrastructure and resources far more extreme than anything she'd ever imagined. Despite the deplorable conditions she encountered, she describes her experience as the most fulfilling of her career to date.

"I worked with many highly skilled Aboriginal and non-Aboriginal nurses who taught me so much about life and nursing. We had to think fast on our feet every single day and this helped to stretch my skills and stamina."

Erin's most memorable experience was helping to deliver a healthy baby girl after the mother was flown to the nursing station by helicopter during a storm. Erin recommends this kind of front-line nursing experience to others entering the profession as a way to build strong nursing knowledge and capabilities in a short time.

In 2004, Erin left Kashechewan to expand her nursing experience and move closer to her family. She is currently a nurse practitioner at the Shkagami-kew Health Centre, which serves Sudbury's Aboriginal population.

She finds nursing a positive way to strengthen her own community. "It's very comforting for an Aboriginal patient to be cared for by an Aboriginal health-care professional because we have a common culture and understanding. We need more First Nations representation in health care to help make it more sensitive and responsive."

FROM ARCHITECT TO RN

Aric Rankin's childhood dream of becoming an architect changed while he was recovering from a serious illness in high school. At age 17, he needed emergency surgery and spent three months in a London hospital.

"During this very difficult time, I was so impressed by the compassion and dedication of the nurses who helped me recover... that I knew then I wanted to be an RN," he says.

He followed this early career inspiration, earning a Bachelor of Science in Nursing degree from the University of Windsor. He now works in the busy pediatric medical day unit at London's Children's Hospital of Western Ontario. His young patients are newborns to 17-year-olds, and his role encompasses both patient care and education. He teaches families about diabetes care, conducts endocrine tests, and assists with gastrointestinal scopes. He also helps children cope with the effects of chemotherapy and conducts general health assessments.

"I work with an amazing health team to help children and their families achieve the best quality of life," he says excitedly.

But before concentrating on pediatrics, Aric helped provide quality care to a different population: Fijian children. His nursing career actually started while he was backpacking in Fiji, en route to Australia soon after completing his degree. A chance meeting with a Fijian teacher led to an invitation to conduct informal school talks on health care in a simple schoolroom.

As an "unexpected volunteer nurse," he taught local elementary students about infection control and basic anatomy and physiology. After arriving in Australia in 2004, he served as the resident nurse on a bus trip of 140 teens through the Australian outback. He recalls the nursing skills he acquired that were not covered in his Canadian training: basic first aid for scorpion and snake bites. He also volunteered in various remote bush nursing stations and paramedic stations in rural Australia.

Aric plans to continue studying and hopes to obtain a master's degree in international health care and work as a nurse for a non-governmental organization, such as the United Nations, and to help influence health policy.

His career has become everything he thought it would as he lay in his hospital bed so long ago. "I'd definitely recommend nursing as a career choice," Aric says. "It's incredibly diverse and exciting and has so many possibilities, including travel, working collaboratively with a wide range of health-care professionals, and experiencing deep professional fulfillment."

"It's incredibly diverse and exciting and has so many possibilities."

SECTION 3.1 WHERE YOU CAN GO

Karah's Marketing Career

Although through high school I took design classes – interior design, graphic design, and, of course, drawing and painting. I always envisioned a career in design, but never thought that I would use the skills I learned in high school and college to land me in my current career, marketing. What I learned during my two years in the Advertising and Marketing Department was a great complement to the technical skills I learned in my design classes.

I now work as a marketing specialist in the marketing department at Starbucks Coffee Canada in Vancouver. I am involved in the marketing, advertising, sponsorship, and execution of many of the projects we support in British Columbia and across Canada. I connect with our ad agency, studio, public relations agency, and store partners (employees) daily.



What I learned in college was about branding. Working at Starbucks, one of the most well-known brands in the world, I've been able to apply my knowledge to continually maintain our brand characteristics and positioning, and to create our unique, fun, and uplifting environment and culture.

Typography, colour, concept development, and layout were very important skills to learn. I look at creative work from our studio team often, and I rely on my knowledge to make informed decisions on effectiveness, and in part.

Occasionally, challenges might arise in a project or task requiring a quick turnaround. The time-management skills I acquired in high school and being able to handle multiple projects are extremely beneficial to my role.

Follow the path that interests you most, and you'll end up somewhere you love!

"Every day is a new day, and you never know what the next day will bring."

AN EMPOWERING EXPERIENCE

As a pre-med student at Montreal's Vanier College, Fumilaya, or Fumi, knew she wanted to work in health care and help people but was seeking a more hands-on experience. Her desire to work more closely with people led her to apply to the nursing degree program at St. Lawrence College, where she can earn a four-year degree from Laurentian University.

"In medicine, doctors treat diseases," Fumi says. "As a nurse, I can treat people and be with patients when they really need someone there with them."

For Fumi, nursing is a powerful and empowering experience, and the placements in hospitals give students like her the direct, practical nursing experience that is integral to their education. She even got to assist in the delivery of a baby. "Every day is a new day, and you never know what the next day will bring. That's why I want to work in this field," Fumi explains.

The teachers at St. Lawrence College are inspiring and challenge students to do their best. The degree program is very challenging, and the resources and faculty at St. Lawrence College are great, according to Fumi, who plans either to go to work in Mississauga, where she has family, or to stay in Kingston and pursue options there. She may also continue her studies in a master's degree program in nursing. "There are no limits," says Fumi, "to what you can do with an education."

"There was no way to get around the time crunch other than to move faster, and so I told myself that I'd travelled all the way here from Toronto, so I'd just better get it done," says Patrick. "It was nerve-racking but fun and exciting all at the same time."

It is not surprising that someone of Patrick's calibre in the kitchen chose speed and skill, rather than shortcuts in quality, to deliver his six-course menu on time. As a graduate of the George Brown Chef School apprenticeship program, Patrick was trained in a style that did not permit cutting corners. "My instructors at George

Brown College reinforced the importance of cooking in a proper and disciplined manner," he says.

"It was nerve-racking but fun and exciting all at the same time."

Patrick earned the distinction of being the first Canadian at the San Pellegrino competition by winning the regional title in Montreal earlier in the year. It was a feat that Patrick attributes to "lots of hard work and early mornings at the chef school



is working on her nursing degree at Northern College in Timmins, through the North Eastern Ontario Collaborative Nursing Program (NEOCNP) offered by Laurentian University, Northern College, Sault College, and Cambrian College.

After earning a biotechnology technician diploma from Canadore College, Larah decided to continue her education by entering the registered nursing program. With the unique option of attaining a baccalaureate while attending a college, Larah has the convenience of going to school in a college setting while enjoying the advantages of living in her home town.

"Having no idea if nursing was the right career choice for me, deciding and going were very big steps, Larah says. "As with many young adults, I did not have a set future planned. I wanted to make a positive difference in people's lives, but I did not know which career path to take. Being a mother and a wife, I have a much higher fatigue factor than other students going back to school. Nursing is worth it in so many ways that I cannot stress enough. There is something almost magical about the way you feel about putting on your scrubs for the first time, the first connection you make, the first life you help to save. Nothing is more rewarding than helping another person, even if it means helping that person deal with loss."

Larah's perception of the nursing profession, like many people's, was distorted by the media. She expresses her views: "Now that I have been in the program for a while, I have grown from a person full of doubt to one who could not imagine life without nursing. I am becoming the positive role model that I have always wanted to be for my sister and daughter, while doing a job that I have come to love. One of the hardest things to do in high school is to choose your career path. Narrowing down all the options can be difficult. The best advice I could give would be to ask as many questions as possible. Use the resources you have available, such as the Internet or a guidance counsellor, to discover all the options available. Listen to the people in your community to see what sort of careers are in high demand, and align your education with a career that best suits your personality."

PATRICK'S COUNT DOWN

With the clock counting down for competitors at the 2006 San Pellegrino "Almost Famous" Chef Competition in California last October, George Brown Chef School apprentice Patrick Krim began to experience the most stressful – and unforgettable – 45 minutes of his life. His ravioli of braised sweetbreads had taken slightly longer to cook than expected, forcing him to turn the heat up on the rest of his carefully planned menu in order to finish on time.



with my coach, chef Charlton Alvares, combined with learning from a number of GBC instructors with different styles."

Currently, Patrick is putting his culinary skills to work at Toronto restaurant, Auberge du Pommier. He says that, as with his experience in the competitions, at the restaurant "there is a lot to see and a lot to learn from."

Want to know more about the Culinary Apprenticeship program at George Brown College? Visit www.georgebrown.ca.

HOOP DREAMS

of Vaughan Secondary School entered the Integrated Marketing Communications Program at St. Lawrence College with a goal – to find a job doing something he loved. Marketing, communications, meeting and working with people, and basketball were some of his many passions.

Kevin quickly became a keen participant in many of his classes at the college. As a member of the Ontario College Marketing Competition team, he was able to put his teachings into practice in real-life marketing scenarios at the competition. The training paid off – the team placed first in the province.

Kevin knew that, after graduation, he wanted to find something that fit with his unique personality and passions. This was not an easy task, as the sports market-

ing industry is a fiercely competitive field. His persistence and hard work paid off. Kevin landed an internship with the Toronto Raptors in the spring of 2005. This internship led to his current position as communications administrator in the community relations group for the Toronto Raptors, Maple Leaf Sports & Entertainment.

As a part of the community relations team with the Toronto Raptors, Kevin uses all of his marketing skills in an environment that is fun and exciting. It is not all hoop dreams, though; he knows that many keen people would love to have his position. This drives him to always give 110 per cent. This drive is what got Kevin there in the first place, and he knows that determination, passion, and the will to do more every day will continue to be the keys to his success.



Learning Never Ends

Being one of only three women in her academic program has been the least of Farah Hossain's challenges. As a second-year student in the Computer Networking and Technical Support Program, and a new immigrant to Canada, Farah was dealing with far greater issues. Being newly married and adjusting to life in a vastly different culture away from all her family, and perfecting her English language skills, all while studying in a demanding program, would take a toll on most people.

These challenges have not held Farah back, and her hard work and efforts have paid off. This year, along with winning an academic achievement award for having the highest GPA in her program at St. Lawrence College, Farah was one of three recipients from across Canada of the 2005-2006 Best of Women studying in technology programs.

During her studies to complete a computer engineering degree from Jordan University, Farah completed a three-month placement with Alpha Data, a leading IT and networking company in the United Arab Emirates. "I realized I wanted to work in a hands-on capacity," Farah said. "Learning never ends, especially with the continuous development in computer technology. My main objective is to improve my knowledge and acquire hands-on technical experience."

Farah has embraced college life and all it has to offer. In addition to working hard in a demanding program, Farah takes part in extracurricular campus activities. She is a member of the Kingston Student Association, takes part in programs for international students, is a peer tutor, and is actively working with the Muslim Student Association at St. Lawrence College. One of her objectives is to set up a prayer room on campus where Muslim students can take part in daily prayers.

The future looks bright for Farah. She plans to work in a networking company after graduation, and may pursue a master's degree down the road. "I want to apply my skills, but I never want to stop learning and gaining more knowledge. I'm just getting started."

VICKY REFINES HIS SKILLS

If the past two years are any indication, **Vicky Cheng** has an amazing future as a chef. Just 21 years old and a recent graduate of the Culinary Management program at George Brown College, Vicky has won a number of culinary competitions, including a bronze award in the national television competition *The Next Great Chef*. More recently, Vicky placed first in both the Ontario Challenge Cooks Competition and the Sobey's Hot and Spicy Iron Chef Competition III.

When he's not winning culinary competitions, Vicky is the tournant/saucier in the kitchen of Toronto's Auberge du Pommier. The upscale French restaurant, owned by Oliver Bonacini, has been named one of the 10 best restaurants in Toronto. Vicky is also apprentice to Auberge's executive chef, Jason Bangerter. Born in Hong Kong, Vicky moved to Toronto as a high school student and started working at Auberge in a co-op placement. He was hired full-time when he graduated. Under Jason's mentorship, Vicky entered the Culinary Management program at George Brown, where he kept up a gruelling schedule, attending classes from 8 a.m. to 1 p.m. and then working full-time at Auberge from 2 p.m. until midnight or 1 a.m.

While preparing for the *Next Great Chef* competition, Vicky added a nightly practice session lasting till 4 a.m. His hard work has paid off. Since placing third in the national television competition, Vicky has added several other culinary victories to his credit. Calling culinary competitions incredible opportunities for learning, Vicky says he will continue to enter any contests that come his way, but his primary focus is on his development as a chef.

Wishing to follow in the footsteps of his two mentors, Jason and George Brown Chef School director John Higgins, Vicky plans to move to London, England, next year to further refine his culinary skills. His goal is to someday be executive chef of a well-known fine restaurant. Vicky credits George Brown College for launching his cooking career and his success on *The Next Great Chef*.

The College Advantage

ALICE

From a traditional Indian family, Alice Chandrasekaran is a second-year student at St. Lawrence College. She is a member of the Indian Student Association and has been elected as its president. Alice is a member of the college's e-business program, which is a partnership between the college and the University of Toronto. The program is designed to help students gain experience in e-business. It is intended for college and university graduates who want to gain some experience in the field of e-commerce.

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Alice

BREDA

Breda Cormack is a second-year student at St. Lawrence College. She is a member of the college's e-business program, which is a partnership between the college and the University of Toronto. The program is designed to help students gain experience in e-business. It is intended for college and university graduates who want to gain some experience in the field of e-commerce.

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Breda

MICHELLE

Michelle Doyle is a second-year student at St. Lawrence College. She is a member of the college's e-business program, which is a partnership between the college and the University of Toronto. The program is designed to help students gain experience in e-business. It is intended for college and university graduates who want to gain some experience in the field of e-commerce.

Michelle is a member of the college's e-business program, which is a partnership between the college and the University of Toronto. The program is designed to help students gain experience in e-business. It is intended for college and university graduates who want to gain some experience in the field of e-commerce.

Michelle is a member of the college's e-business program, which is a partnership between the college and the University of Toronto. The program is designed to help students gain experience in e-business. It is intended for college and university graduates who want to gain some experience in the field of e-commerce.

Michelle is a member of the college's e-business program, which is a partnership between the college and the University of Toronto. The program is designed to help students gain experience in e-business. It is intended for college and university graduates who want to gain some experience in the field of e-commerce.

Michelle is a member of the college's e-business program, which is a partnership between the college and the University of Toronto. The program is designed to help students gain experience in e-business. It is intended for college and university graduates who want to gain some experience in the field of e-commerce.

Michelle is a member of the college's e-business program, which is a partnership between the college and the University of Toronto. The program is designed to help students gain experience in e-business. It is intended for college and university graduates who want to gain some experience in the field of e-commerce.

Michelle

Nicole Takes Control

Since the beginning of September 2006, I have been part of the OPS Transition to College@Centennial (OPS) pilot program at Centennial College. I'd like to share my story with you.

OPS is a high school classroom on a college campus. Students in the program can take high school courses taught by a high school teacher and college courses taught by a college professor. In this pilot year, students get high school credits for the college courses, which include Growing up Digital, Introduction to Business, and Introduction to Microcomputer Applications Software. This program was designed to give students a second, third, or maybe even last chance. My classmates and I all have one main thing in common ... we messed up! We have realized that the mistakes we've made can and will affect our lives in the future, so we decided to do something about it before it was too late.

I dropped out of school in the second semester, right before exams. I spent the majority of my days in bed, watching TV, or maybe even at work. Before long I realized that the life I was living was a waste. I knew I had to do something, and fast! I tried to get back into my old school, Jean Vanier, and was told I might be readmitted after attending Fraser, an alternative school. I soon realized, though, that Fraser was not the school for me. Feeling despondent, I applied to a few other schools, but, for various reasons, including that I was not living with my parents, I was not accepted. Once again, I felt I had no chance and almost gave up.

About a week later, my mom told me about the OPS program. For the first time in a long time, I felt some hope. I went for an interview the next day and was accepted into the program.

The interview gave me a good overview of the program and a full understanding of what I was getting into. I was told I'd be able to work toward getting my high school diploma while being in a college environment. The typical high school environment has never suited me, so I thought this program would be an excellent opportunity.

My first day at the OPS program I was a little nervous, but soon I adjusted to it. The teachers – both college and high school – were great. I've always been referred to as "the bright student who would achieve greatly if only she applied herself." I decided that, for the first time in my life, I was going to give my all! My life was finally settling down, I was back living at home with my mother, and I felt like I could finally put school first.

Compared with a typical high school, the OPS program is more direct and personal. The students are able to learn in their own style ... whether it's hands-on learning, group work, or some other way. Achieving a high school diploma in a college setting is great because it has given me college experience before I have even graduated from high school! I feel that the program has given me more time to prepare so that when it is time for me to go to university, I will be one step ahead of other students my age.

"Now I know ... the sky is the limit for me!"

This program has taught and still is teaching me many things about taking control of my own education. I have learned to be responsible for my own work, because in university, nobody will be chasing you around, begging you to submit your assignments. It's your education, and if you don't take care of it, no one will!

My next step is to graduate from high school with good marks and go to Ryerson University to study journalism, specializing in broadcasting. This has always been a dream of mine. Until I attended the OPS program, I was beginning to think my dream would never become a reality, but now I know ... the sky is the limit for me!

This program has truly given hope to many students. Like me, many of my classmates thought they'd never see their graduation day, that it wasn't possible for them to continue their education. The OPS program has made it possible and has made a great difference in our lives!

If I had to give a few words of inspiration to other high school students, I would strongly urge them to stay in school. No matter how hard it gets at times, no matter how much you want to give up, it will be worth it in the end! So, put up with the years you are in school, put up with the hassle of waking up every morning, put up with all the teachers who get on your nerves ... because in the end, it is you who will come out the winner!

Nicole Nicolini



ENGINEERING SCIENCE

"I had no clue people ate so many cookies!", says Nicole DeCarlo, a third-year engineering science student at the University of Toronto.

Nicole works for Kraft Canada as an operations engineer while in her Professional Experience Year (PEY) placement. The PEY program at U of T enables students like Nicole to work continuously for 12 to 16 months in a paid work placement.

In her placement, Nicole manages many aspects of large-scale projects and works as an important part of a team of engineers and marketing professionals. One of Nicole's recent projects involved examining the financial benefits of installing an automated production line for biscuits. She describes one of her experiences: "I had to get quotes from vendors and explore the mechanical aspects of the production line to establish how much the company would ultimately save by installing this equipment. I needed to tell Kraft how quickly it would get a return on its investment."

Though Nicole had never tackled a project exactly like this in the classroom, she was able to apply the skills she gained as an engineering student to troubleshoot her way through the project, one step at a time. "It was a real challenge, but I did it!" she says. "Engineering teaches you how to adapt and apply knowledge in different scenarios – it teaches you to be a flexible thinker and learner."

Nicole realized that the skills she brought to the table and her willingness to learn made an incredible impact on the job. "People often don't realize just how many engineers there are in managerial positions! Having the technical background with business is a really powerful thing." Through her experiences at Kraft Canada, Nicole learned how much she enjoys the intersection of business and engineering, and she hopes to complete her MBA in the near future.

"Stay in school ... no matter how much you want to give up."



Life is the Ultimate Class

I am 34 years old and married, and have a one-year-old daughter. I work as a creative director for a successful advertising agency. I get to work with really great people on some exciting projects, and I really love it. But the road to get to this place was a winding one. I produce television commercials for one of the biggest breweries in the world. I am responsible for a team of designers that not only follow my direction, but also teach me so much about this ever-changing industry.

I travel to different countries to work with people from many different backgrounds. I wear a suit one day and jeans the next, depending on what kind of day I have to look forward to. In advertising, every day is unique. But not every aspect of my job is exciting. Some of it is actually kind of boring. The trick is making it as interesting as possible by trying to have fun. That's important.

When I left school, I felt a tremendous amount of pressure to succeed. The idea of working in a profession like advertising seemed almost impossible. I worked in retail stores and restaurants so that I could make a few bucks. Usually, I spent that money faster than I made it and always scrambled at the end of the month to find money for rent. I kept wondering how long my life would be this way. These times taught me how to value money.

What I soon came to realize is that, despite the good intentions of school, I felt unprepared for the real world. Every person has that feeling, and I know it well.

In my mind, when school was finished I had to stop being a student and start being a worker – and fast. But what I did not realize at the time was that my education was far from over. In fact, it was about to begin. I sent my résumé out to every advertising agency that I could find, begging for a chance to get my foot in the door. Even though I received rejection after rejection, I continued to promote myself. Eventually, I got a job burning data onto CDs. Not exactly my dream job, but I didn't care. I was determined to learn as much as I could and slowly climb my way up to better things.

It took me 9 or 10 years to reach this moment. Who would have thought that I would be giving advice to any-

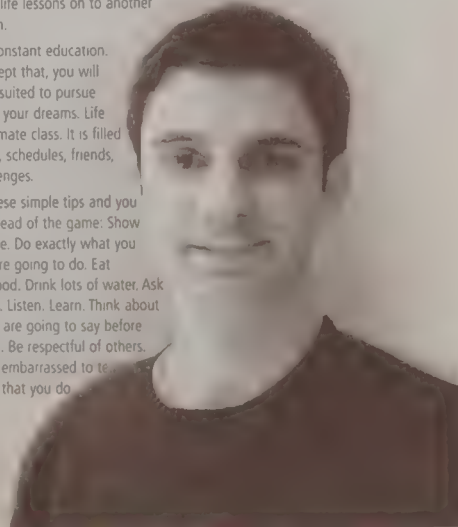
one about planning for the future? Along the way, I met lots of people who were generous with sharing their experience. Seek such people out and pay attention. A day will come when you could be passing your own life lessons on to another generation.

Life is a constant education. If you accept that, you will be better suited to pursue the job of your dreams. Life is the ultimate class. It is filled with tests, schedules, friends, and challenges.

Follow these simple tips and you will be ahead of the game: Show up on time. Do exactly what you say you are going to do. Eat healthy food. Drink lots of water. Ask questions. Listen. Learn. Think about what you are going to say before you say it. Be respectful of others. Never be embarrassed to tell someone that you do

not know the answer. Finally, listen to your inner voice. It will tell you what to do. *Adam Javri*

"Listen to your inner voice."



OCAD GRADS

I was really interested in art in high school. I didn't know at the time that I could create a career out of it—I just really liked to draw," says illustration artist **Marcos Chin**, who graduated from the illustration program at the Ontario College of Art & Design (OCAD) in 1999. Marcos is behind the pen that brands online dating giant Lavalife and its campaign to have us kissing "fewer frogs."

The Scarborough native's client list includes the *Globe and Mail*, the *Los Angeles Times*, the *New Yorker*, *Rolling Stone*, the *New York Times*, and *Sports Illustrated*. But Marcos's illustrations are most often linked with Lavalife's international brand identity, appearing on subways, billboards, in print, and online. In 2005, animated versions of these illustrations were shown in Trafalgar Square in London, England. The Society of Illustrators, *American Illustration*, *Communication Arts*, and *Applied Arts* have all honoured Marcos for his work.

Marcos admits that there was a time he didn't know illustration existed as

a profession. "I found out about it when I was walking through the halls at OCAD and saw some of the older students' work." After spending a year at York University, Marcos enrolled in OCAD because of its strong reputation.

According to Paul Dallas, chair of OCAD's Illustration Department and Marcos's professor in fourth year, "Marcos's success is the result of a lifelong love affair with drawing. This passion, coupled with an ambition to communicate to a wide audience, found its way early into his work as a student at OCAD, producing images that eventually became his charming and highly recognizable trademark style."

Among Marcos's first clients were Toronto-based *Fashion* magazine and *The Globe and Mail*, but his current work is featured regularly in prominent U.S. magazines, with about a third of it focused in the fashion sector. *Toronto Star*-fashion writer David Graham attributed Marcos's success to his ability to "appreciate the subtext involved in good illustration" (January 2005). *Globe and Mail* reporter Rebecca Caldwell called Marcos one of a

select group of Canadians whose work is "heralding the next movement of illustrative art" (July 2001). Marcos now lives and works in New York City. In addition to freelancing, Marcos teaches fashion illustration at New York's School of Visual Arts and creates and exhibits his own work



Paolo Ferrari, described by his professors as tremendously driven and having an exceptional sense of style and beauty, is an emerging designer with a passion for luxurious spaces. As the Ontario College of Art & Design's Environmental Design medal winner at graduation in 2004, Paolo was promptly snatched up by

leading Canadian firm **II BY IV** Design Associates. Less than a year after he started working for the company, the Interior Design Show awarded II BY IV the coveted title of Designer of the Year.

The firm has won awards for restaurant and retail spaces such as IZAKAYA and Rain in Toronto and Saks on Fifth Avenue in New York. It also updated the look of The Beer Store in Ontario and is currently working with the Royal Ontario Museum on new retail and restaurant spaces.

Paolo got his break at IDEX/NeoCon Canada 2004, an environmental design exposition/conference, where OCAD professor Colleen Reid exhibited his thesis project, an urban research and development centre. "I was looking at all of the students' work and came across his thesis project," recalls II BY IV marketing director Andrea Wilson. "Paolo was enthusiastic and passionate, and he wanted to know as much about me as I wanted to know about him."

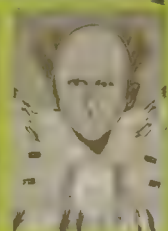
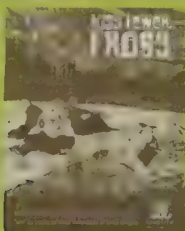
Andrea and Paolo's chat led to an interview and finally to a position in the firm's 20-member team

In his initial months at II BY IV, Paolo adjusted to his leap into the workforce and soaked up the experience of being part of a team of leading designers. "It's definitely been a big jump from the creative process in school to the reality of actually building real projects." He is now involved in every step, from conceptual sketches to working drawings that fit project specifications. "It's a very collaborative process," he says.

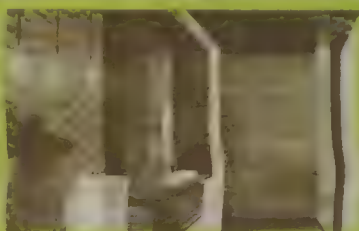
Paolo hopes to advance through the ranks at II BY IV and eventually become a senior designer. As to how the Designer of the Year designation will affect life at the firm, Paolo says this: "We're all very excited. II BY IV is poised as an innovator, and it's great to be recognized by our industry."

Paolo has this advice: "It's every student's responsibility to be innovative, push boundaries and challenge convention."

For information on programs at OCAD, contact the Admissions and Recruitment office at 416-977-6000, ext. 310, and check out www.ocad.ca.



Marcos Chin



Paolo Ferrari

Woodworking Design

Ask 19-year-old **Jessamyn Soley** why he enrolled in St. Clair College's woodworking technician program, and he'll say it was simply because he likes woodworking.

"I find woodworking to be the most fun of anything I've tried," says Ryan, who is halfway through his graduating year. "I don't know if this is what I'm necessarily best at doing, but I do know it's something I really enjoy."

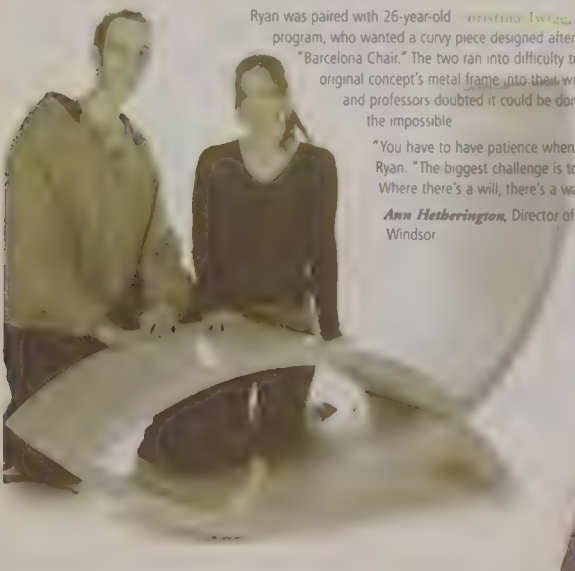
Ryan's talent for woodworking would have gone undiscovered if he hadn't "tried out" a Grade 9 construction technology course at St. Joseph's Catholic High School. The experiment led him to take technical trades courses in all four years of high school. After Ryan built an end table entirely on his own for his parents for Christmas, he decided to pursue woodworking further.

At St. Clair Ryan has taken advantage of countless opportunities to go above and beyond classroom limits. He donated his time and talents to two Habitat for Humanity building projects in Windsor, where he helped install kitchen cupboards and bathroom vanities. He also got to be a part of the college's first integrated furniture class, which linked second-year woodworking students with third-year interior design students for a "meeting of the minds." The project was to design and build an artistic, functional chair from Baltic birch.

Ryan was paired with 26-year-old **Christina Ludwig**, a student in the interior design program, who wanted a curvy piece designed after Mies van der Rohe's famous "Barcelona Chair." The two ran into difficulty translating the tight arcs of the original concept's metal frame into their wooden project. Though colleagues and professors doubted it could be done, Ryan was determined to do the impossible.

"You have to have patience when you work in this trade," says Ryan. "The biggest challenge is to not be deterred by obstacles. Where there's a will, there's a way."

Ann Hetherington, Director of Marketing, St. Clair College, Windsor



JAMES MAKES AN IMPACT

James Chu, 25, is a fourth-year nursing student in the Humber College Institute of Technology and Advanced Learning nursing degree program, a collaborative program with the University of New Brunswick. James was interested in having a career that enabled him to care for people. He began his studies in forensic science and then switched to forensic services and first aid, which eventually led him to nursing.

"Nursing is a great profession and offers many opportunities around the world. Before I began my studies in nursing, I thought a nurse was a person who takes care of people in the hospital, at home, in a doctor's office, or at school. I did not know that a nurse can be a politician, administrator, professor (teacher), consultant, researcher, and advocate, just to name a few roles. It is a profession that is for everyone, no matter what age, gender, race, or religion. Everyone has the ability to help another person."

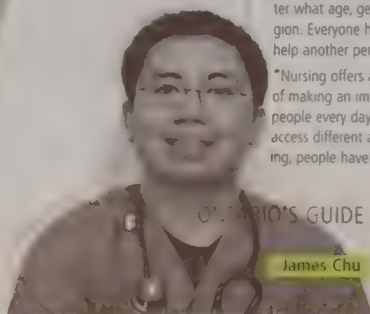
"Nursing offers a rewarding career of making an impact in the lives of people every day. Being able to access different areas within nursing, people have the opportunity to

select areas that cater to their individual interest. For example, I have an interest in working in mental health and with the elderly, and in mentoring others. I would be more inclined to work in a psychiatric hospital or ward, rather than in the operating room."

A funeral home was one interesting location James worked in. "It is a service that needs to be offered. Working at the funeral home taught me how to deal with grieving families and different cultures, which at times can be a difficult job. You are taught to provide compassion, courtesy, and respect."

As a nursing student, James has trained in Ontario, worked as an undergraduate nurse in Alberta, travelled to nursing conferences across Canada and in Taiwan, and made many friends around the world.

"All my opportunities were made possible because I made the choice to be active and to embrace the career of nursing. There are many choices and avenues that you can take with respect to your studies and career. Take the time to look at different careers. Your first career choice may not be the field you decide to work in. I hope that you read my testimonial and look into nursing as a career for tomorrow."



James Chu

EXPERIENTIAL

She excels at academics, he sometimes has trouble finding a pencil. She is involved in extracurricular activities, he won't spend a minute longer than necessary at school. What do these two students have in common? Both are well on their way to earning an Ontario Secondary School Diploma with the help of the cooperative education program at Chelmsford Valley District Composite School.

There was a time when only one of these students was expected to complete high school easily and continue on a chosen pathway with a diploma in hand. Things have changed in Ontario education, however, and students have more options than ever before. One of those options is to take cooperative education, an experiential learning opportunity that gives students a glimpse of their future while they earn credits toward their high school diploma.

Samantha Getchell, 17, is a Grade 12 student with her eye set on a nursing career. The high school pathway she has chosen will give her access to a college or a university degree program. This year, Samantha is participating in the cooperative education program with a placement at the Sudbury Regional Hospital, St. Joseph's Site. Placed in five departments, she has had a range of experiences from observing surgeries

to taking patients to various appointments.

Another Grade 12 student, **Eric Morissette**, 18, has likewise benefited from the cooperative education program. He is participating in a full-day co-op placement at Day Construction, alternating his placement in one-week blocks between welding and heavy-duty mechanics. This pathway has allowed Eric the opportunity to be signed on as an

apprentice with the Ontario Youth Apprenticeship Program. Eric so impressed his co-op employer that he offered Eric a full-time job

Samantha and Eric have had vastly different high school experiences, yet both see the value in completing a co-op placement. All students, regardless of which pathway they choose, would benefit from this first-hand opportunity to explore a career interest. Learning that one has

chosen a suitable career is significant, but finding out that one's selected career path is unsuitable is essential. In co-op, both outcomes are likely. Either way, the knowledge gained can open one's eyes to the future.

Marisa Costanzo, guidance counsellor, Chelmsford Valley District Composite School, Rainbow District School Board



Q:	Samantha's answer	Eric's answer
What prompted you to take co-op education?	I needed the extra credits and I thought it would be good to see if I liked the health-care atmosphere before I applied to college.	I really enjoy working.
What's the best thing about your placement?	I get to interact with many different people and help them out.	I'm learning a lot about the trades, and I get to work on jobs that interest me.
What's the neatest thing you've done at your placement?	A C-section [Caesarean section, a procedure in the operating room].	Working with and driving the heavy machines.
How will this experience help you get a diploma?	This experience will help me more throughout college to get my nursing degree.	This placement will help me get credits to graduate and set me on a secure track for life.
How will this experience help you in your future career?	It may help me get a job in the field of my choice, nursing, because of the experience I have gained.	Since these trades will always be in demand, I will always have the skills to work.
What advice would you give other students thinking about taking co-op?	Always ask questions or you won't get anywhere.	I would suggest that students take a placement in a trade at the end of school. This way they have a chance to get hired on right after high school.

ESL Placement

At Northland Adult Learning Centre, you'll find students from all over the globe gathered to improve their English in the English as a second language (ESL) classroom. Students are from countries such as South Korea, China, Saudi Arabia, India, Mexico, and Argentina.

The morning classes focus on conversational practices and hands-on learning to challenge students to improve their English skills and learn new vocabulary. Field trips are always in the planning, such as visits to the Bush Plane Museum, the Corn Maze, or the public library.

The students, always encouraged to share with their classmates the customs of their homelands, might give a presentation about their country or prepare one of their traditional meals. Classroom activities, such as "Mexican cooking days" and the celebration of Argentinian holidays, are often planned to embrace cultural differences.

I am a co-op student from Korah Collegiate in Grade 12, and Northland Adult Learning Centre is my placement. I have always wanted to be a teacher, and, since I love teaching and learning about different cultures and nationalities, I have been looking into teaching English overseas. There couldn't be a better placement for me!

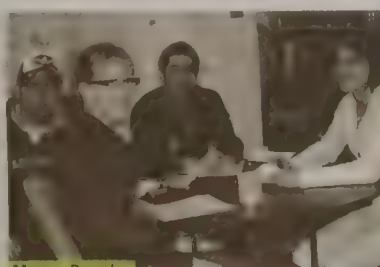
I was also in a co-op placement last year, in an elementary school. Teaching young students taught me many skills that I practise at Northland, and I am thankful for that experience. Teaching children, however, is very different from teaching adults, as children's and adults' levels of understanding and motives for learning are so different. One thing that I absolutely love about teaching adults is their eagerness to learn; since many of them are here for only a short time, their main goal is to learn English. I am so impressed with how quickly they improve, and it's great to see the progression of their learning.

Recently, I was given the opportunity to take a small group of students out for private lessons. These lessons have equipped me with valuable knowledge of effective teaching methods and better understanding of the students. These lessons

are never dull, as they are filled with laughter (thankfully, these students can laugh at their own speaking mistakes) and determination to learn. Often, I have to run out of the classroom to find a visual example of something – anything from "plaid" to "ice cube" – if I cannot explain it with words.

The Northland Adult Learning Centre ESL class is a very important educational system, as it is beneficial for our city, country, and world. It shows how Sault Ste Marie cares about meeting the needs of foreign students, which adds to Canada's global involvement. My involvement in Northland's ESL class makes me proud that I am helping to make a difference in these students' lives, and I look forward to passing on the knowledge I learn here to students elsewhere in the world. **Megan Douglas**

I am a co-op student from Korah Collegiate in Grade 12, and Northland Adult Learning Centre is my placement. I have always wanted to be a teacher, and, since I love teaching and learning about different cultures and nationalities, I have been looking into teaching English overseas. There couldn't be a better placement for me!



Megan Douglas



Bridgit Hindermeier

Taking into account the many and varied special needs of our deaf students, our programs need to be creative and provide our students with practical opportunities to learn new skills. Therefore, our programs are hands-on, real-life experiences to assist students in their exploration for future employment and career opportunities.

, teachers, Ernest C. Drury
School for the Deaf

Roc Larivière, cooperative education teacher, École secondaire catholique Franco-Ouest, Espanola

"Kids really need someone who ... will make them enjoy coming to school."

the 1970s with a curriculum covering mathematics, science, history, and social studies. The *Michigan* is a high-achieving teacher in the Pittsburgh public schools, prepared to teach the curriculum and to deliver the lessons. Unfortunately, when she is asked to teach the lesson about the importance of the state's forests, she is unable to do so. She has no idea what to do, so she tells her class that she has no idea what to do. She then tells them that she has no idea what to do. She then tells them that she has no idea what to do.

Sports were my only reason for returning to school in 2005, but then my eyes were opened to the possibilities of cooperative education. I already knew that I was interested in law enforcement, so when guest speakers from the Niagara Regional Police Force offered interviews, I was committed. Despite my best efforts and the encouragement of my teachers, however, my name was not on the list of successful applicants.

Cigarettes and the sport of basketball are not normally linked, but because of my participation in the Niagara Falls Red Raider Basketball Club, my name was submitted for a first-semester placement with the Tobacco Control Office. My association with the fine officers there has changed the course of my life and offered many opportunities, including public speaking, participating in sting operations, networking with area schools, and court experience.

On February 6, 2006, I began my second-semester placement at

Niagara Parks Police. Working with the highly trained officers gave me deeper insight into policing as a profession. I spent much of the semester in a cruiser, dealing with emergency calls, violations of the Highway Traffic Act, and traffic control. My most memorable training experience, which took place over an intense four-day period, included both high angle river team training – rescue training that involves rappelling – and helicopter rescue training in the Niagara Gorge. These missions were amazing.

Both my placements led to job offers. Last summer, I became a provincial offences officer for Niagara Parks Police, which involves directing traffic, writing reports, and controlling crowds. Now I spend my days on the campus of Sir Sandford Fleming College, in the Police Foundations Program. I would like to thank everyone at Stamford Collegiate, Niagara Region Public Health, and Niagara Parks Police for believing in me and giving me lots of support. *Nathan Benjamin*

Pratik Helps Seniors

Pratik Patel, 16, attends Bramalea Secondary School and is a nurse trainee at Extensicare Brampton. "When I first thought about taking co-op," says Pratik, "I was a bit nervous because I felt that I was wasting my semester, but when I started feeling comfortable at my placement, I was amazed by this experience."

"I was able to gain many employability skills, such as personal management, working as part of a team, oral communication, and using documents. Co-op has taught me so much in so little time. This would be an excellent experience for anybody because it is hands-on experience. This program is designed to expose you to a real workplace, rather than reading sheets of paper. The career I've chosen requires a college diploma. To get a part-time job in reception at Extensicare Brampton, however, I had to submit my résumé." Pratik is planning to apply to the nursing programs at both Humber and Conestoga colleges that begin in February 2008 and is a suitable candidate for job placement once openings are available at Extensicare.

The residents at Extensicare, including Freda McRae and Harry Marks, are enthusiastic about him.

"Pratik is a very cheerful, patient, dedicated, caring, and reliable person," says Freda. "He wants the residents to successfully finish their tasks. He gave me hope and the confidence to walk. Pratik would make an excellent nurse because of his skills. I can always count on him."

"Pratik is always there for me when I need him," says Harry. "He also loves to take on new challenges, which I think is great for a young person like him."

Pratik's employer adds this: "Pratik shows a great deal of character in his everyday dealings with residents. The nature of the job requires a great deal of trust and devotion to resident care, confidentiality, and assessments. He has all these abilities and more."



NUNO WORKS AT A BIO-BANK

Nuno Laranjeiro is a Grade 12 student from Harbord Collegiate Institute who is in a co-op placement with the University Health Network at Toronto General Hospital. This is his story.

Which department are you working in?

The Ovarian Tissue Bank, or Bio-Bank, in the Pathology Department. The purpose of the Bio-Bank is for researchers to be able to view tissue samples taken from specimens that come from the operating room. The specimens received are usually uteruses, ovaries, and other related tissues.



What are your responsibilities?

I've been helping my supervisor, Heather Begley, as well as a research assistant, an administrative assistant, and other volunteers who work at the Ovarian Tissue Bank. I search for slides and blocks containing tissue samples that need to be viewed, set up for cases that Heather receives from the operating room, weigh the specimen, measure it, and then watch Heather do her work on it. I help Heather out by placing the samples in vials, moulds, or blocks, fixing the specimen with formalin, cleaning up the work area afterwards, and filling out a sheet stating what was done in the case.



What did you learn?

I've learned a bit about what happens in the Pathology Department, how to set up for a case, how to measure uteruses, tubes, and ovaries, how to clean up after a case, and various facts about the department, uteruses, the signs and treatment of cancer, and other interesting things. I have also learned how to do things safely in the lab so that no one gets hurt. This includes always wearing my personal protective equipment (PPE), which includes a gown and gloves. "Sharps" are always disposed of in special puncture-proof containers, and all materials that have touched the specimens go into a biohazard garbage bag. As always in a hospital, washing your hands frequently is essential.

What did you find interesting or puzzling?

All of the specimens received in the lab are interesting. Every one is different, so there's always something new. Once, an ovary full of fluid was the size of a medium-sized balloon. Sometimes I get to work with liquid nitrogen, which is really cool.

What unexpected problems or issues came up?

One day, I misunderstood what I was supposed to do with some samples, but now I know what to do and won't make that mistake again. I haven't made any large mistakes. I'm gaining responsibility so that everything I'm to do is something I can handle.

How do you feel about your placement?

I'm very excited and happy about my placement. Every day something new and interesting occurs. This placement gives me experience working in a lab setting, and provides a different atmosphere from school – a refreshing change from the usual scenario of a teacher lecturing for about an hour.

What do you need to know more about?

I still need to learn more about the department and different problems that I have yet to see with specimens.

What are your plans for the future, and how do they relate to your co-op placement?

My plans include having a career in a biological field. This placement lets me experience one of my career options in biology and health sciences.

Nuno's supervisor adds this: "Participating in the co-op education program is beneficial for both the student and the supervisor. Our students gain knowledge in anatomy, biology, data entry, and research. Most importantly, they learn teamwork and responsibility, while working alongside volunteers, university students, and researchers. Our co-op students complete all assigned tasks, no matter how mundane, with enthusiasm, competency, and accuracy. They are excellent assistants who, with time, are able to anticipate your needs and work independently." **Heather Begley**, supervisor and medical lab technologist

"A refreshing change from the usual scenario of a teacher lecturing for about an hour"

YUKI GAINS SELF-CONFIDENCE

At Yuki Yamamoto's school, when she was asked to give a presentation, she felt nervous. But when she was asked to give a presentation at her co-op placement, she felt confident. "I was nervous at first, but when I started feeling comfortable at my placement, I was amazed by this experience."

Yuki's employer adds this: "Yuki shows a great deal of character in her everyday dealings with residents. The nature of the job requires a great deal of trust and devotion to resident care, confidentiality, and assessments. He has all these abilities and more."

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Robin Clement

Why did you enrol in the co-operative education program?
I enrolled in the co-operative education program to get an idea about a career in criminal law.

Why did you want to do a placement in this field?
I wanted to see if the 8 to 10 years of university required for this profession were worth it. By enrolling in this program, I could watch a case from behind the scenes to see what lawyers do besides arguing a case in court.

What are your responsibilities in this placement?
I have various responsibilities. I update the legal books and the case law, make photocopies for the lawyers and their assistants, make rush deliveries, give messages from the office or from clients to lawyers in court, accompany the lawyers at

trials before the Ontario Court of Justice, the Ontario Superior Court of Justice, and the Ontario Superior Court of Justice of Ontario. I also make bank deposits and answer the phone.

Does your placement confirm your career choice?
Yes. I see myself working in the legal field to solve problems using the various provincial and federal laws. The 8 to 10 years of study will be worth it. The legal profession does not mean that you always have to win in court; it is about protecting the rights of the clients.

Why do you like your placement?
My daily placement brings me a lot of excitement. I get to meet people from different backgrounds and professions. They are intelligent, very friendly, and knowledgeable. I love my daily tasks and the trials that I attend. They are always very interesting; each is different and sometimes funny. It was a dream for me to work in a lawyers' office!

OPS Learn and Work Pilot Program

Thanks to the opportunity created by the Ontario Public Service (OPS) Learn and Work Pilot Program, a small group of 16- to 18-year-old students has been involved in this new initiative. To date, they have participated in a five-week in-school instructional component and are currently in a nine-week full-time, paid cooperative education placement with the OPS. The students have enjoyed the support and mentorship of workplace supervisors and colleagues who are genuinely pleased to have these young people in their midst. The learning curve for all involved is steep. For some students, this is the first formal work experience they have had. For others, this is the first positive work experience they have had. For employers, this initiative provides a chance to meet, work with, and encourage the Ontario workforce of tomorrow. For educators involved, it provides continued affirmation that many of our students need only a different approach to demonstrate their skills, talents, and abilities.

So far, students have been placed in a wide range of OPS agencies including these ministries: Environment; Health and Long-Term Care; Attorney General; Finance; Labour; Children and Youth Services; Community and Social Services; and Training, Colleges and Universities. Students in the program complete their first cooperative education placement at the end of their first semester, and then participate in a second, four-week instructional component, followed by a second cooperative education placement in a new location in the OPS. Through this experience and exposure, these students can now set their sights on new horizons!

Josephine Di Meo, an OPS Learn and Work Pilot Program teacher at Father Henry Carr Catholic Secondary School in Toronto, is enthusiastic about the program. "It's been an exciting year. The paid employment offers students the possibility of helping out financially at home or being financially independent while still accumulating credits. The opportunity to recover lost credits is a good way for these students to increase their credit count, which motivates them to complete their Ontario Secondary School Diploma. Having the same teacher all day allows the students to build a relationship of trust with an adult who can provide support and teach them life skills. "These students have made me laugh, they've made me cry, and, most importantly, they've fulfilled my dream of making a difference in their lives. They are intelligent, talented, insightful, warm, loyal young adults who have so much to offer but have been shut out or have withdrawn from the educational system because their set of resources was not compatible with the traditional model of educating students. This program affords the teacher the time and resources to recognize the obstacles students face and their individual learning styles. The expansion of the program is a step in the right direction for the educational community and Canadian society.

Here's what some students in the program have to say:

The OPS Learn and Work program has been an unforgettable experience. It's a program designed to give dropout students a second chance to recover credits and earn some cash while doing it.

We were not in school before we entered this program. Due to family, learning, self-esteem, or money problems, education wasn't one of our main priorities. Some of us never even thought twice about returning to school much less going to post-secondary. The money that we were earning through working in retail, restaurants, and construction was good but we realized that we were heading nowhere fast. Some of us had our own place and did what we wanted whenever we wanted. In reality, we were keeping ourselves from moving on in life. Eventually, we noticed that we were stuck at a job or place where we couldn't progress.

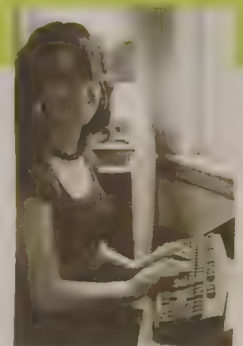
We had to do something, and quickly, because time was passing. Trying to re-enrol in school wasn't easy. We all experienced a lot of rejections. Some of us received referrals for alternative schools, but that wasn't good enough. Finally, though, a friend, guidance counsellor, or principal told us about the opportunity of a lifetime, one we couldn't turn down: the chance to earn credits and work experience working in a government ministry.

The first couple of weeks back at school were different. We had school from 9 a.m. to 1 p.m., heard stories similar to our own, and had a great teacher lead our class. During our meeting with our teacher, Ms. Di Meo, we created a guideline we'd have to follow so that we would graduate on time. Some of us went to night school, others to summer school, and some of us did both to follow the guideline. After a month in school doing credit recovery work, we had interviews set up with Anne Marie, the program head, to find out what we wanted to do and where she felt our skills would be useful in the ministry.

November 14 was our first day at our placement. Each of us had a different reaction when we found out our placement locations. Some people were upset; others were scared of getting lost because they haven't travelled so far by themselves. Once we got used to our jobs and the travelling, our attitudes slowly changed. Looking forward to waking up early because we actually wanted to work was one of the noticeable changes. The thing we liked most about the program was not getting paid or having jobs – most of us already worked. It was the sense of feeling like an equal in the adult world, as well as doing something with our lives that we appreciated. Every other Thursday we'd go back to school to hand in work or meet with Anne Marie to discuss our placements.

Overall, this has been a great experience that helped us get back on track. We thank the whole OPS Learn and Work faculty because without them we wouldn't have had this opportunity. And, now we're looking forward to postsecondary. Our advice for students is this: never give up! We wish you the best of luck.

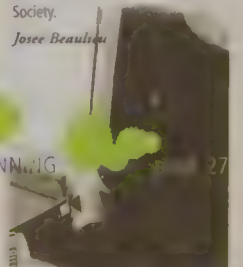
Shane Morgan, Natalie Fontacilla, Satori Barrett, and Jesse Curtosi



Essential Skills

I am in Grade 11 at École secondaire catholique Champlain in Chelmsford. I am currently working in a cooperative education placement at the Elizabeth Fry Society in Sudbury. This placement has allowed me to explore several career options, such as law, psychology, social work, prison operations, and receptionist. More importantly, however, I have learned a lot about myself. I now know that I definitely want to dedicate my career to helping people in need. Through this placement, I have progressed personally, professionally, socially, and culturally, and have also learned essential skills for the world of work. I have established a solid reputation for myself and had the opportunity to meet extraordinary people. The cooperative education program is successful because it always receives the support of employers in the community. I would like to thank Carey Desjardins and her team because without them this experience would not have been possible. I will always remember my placement at the Elizabeth Fry Society.

Josee Beaulieu



WHERE YOU CAN GO

DEVON TURNS HIS LIFE AROUND

I am in my fifth year of high school, passing all my classes with flying colours, on the wrestling team, and having great success. I do regular charity work, and I am always willing to lend a helping hand. This wasn't always the case. When I was in Grade 9, I was focused on a lot of different things – popularity, friends, money, girls, partying, and having a good time – but not school. The teen years are supposed to be the best years of your life. I got all the things I wanted, but I wasn't getting an education and I didn't care.

During this time, there was a lot of conflict at home. With all the frustration in the household and me being in my rebel stage, not doing well in school, and getting into trouble, my mom felt she had no choice but to kick me out of the house. I was too young to apply for assistance, too young to work, and too scared to go to the Children's Aid Society. After staying with a good friend and his family for three months and not finding any work, I began to feel bad, so I packed my bags and left. I went to stay at my grandma's house, continued to go to school, and kept acting up.

In Grade 10, my behaviour became worse, I moved home to my mother's and took up some expensive habits I couldn't afford. I knew this wasn't the life I wanted to live, but that didn't stop me. As I got deeper into trouble, more problems came along, including being beaten up, threatened, and robbed. My mom kicked me out of the house again because my school attendance and marks were so poor.

During the summer after Grade 10, I ended up in hospital. One night I had an anxiety attack and didn't know what was going on. I saw my doctor, who admitted me to the hospital where I underwent all kinds of tests. The doctors said my problem was just anxiety. I decided to make some changes. I went to the Children's Aid Society and begged to be put into foster care, but I was too close to my 16th birthday to be taken into care. I tried to become more focused in school, but that was hard. Kids taunted me, I was beaten up on several occasions, and I was not doing well in my courses.

On December 4, 2004, I dropped out of school with no intention of returning. I went through several jobs in the next 14 months – washing dishes, washing trucks, and other minimum wage positions. I bounced from house to house, living with friends, relatives, and sometimes on my own, paying for everything with my earnings and social assistance.



In January 2006, I decided to better myself mentally and physically in every way possible. I went home to live with my mom and went back to school, at St. Anne's High School in Tecumseh, a little town just outside of Windsor. I met with the vice-principal, explained to her my attendance and failures at my last school, and tried to convince her that I was a changed person. She accepted me into the school. I had to sign a contract that stated that my behaviour would be good, and a withdrawal form stating that, if I misbehaved, I would automatically be removed from the school. I went to class every day and did the best I could. During this semester, I was once again kicked out of my house. I went to live with my friend Adam who had an apartment in the city. To get to school, I had to catch a city bus at six in the morning and then walk forty-five minutes, or walk for a little over two hours. I made it through the semester, passing all of my classes with decent grades. During the summer, I moved to my own apartment near the school, but two months later I had to move out because of the cost. After running into problems when I lived at another apartment, I went to live with my grandma, who said I could stay at her house till I found another apartment.

Today, I am still living with my grandmother and attending St. Anne's. I have an average of 86 per cent and am taking four courses and two courses by correspondence. I am involved with the St. Vincent de Paul Society and do all kinds of different charity work for it. I help around the school as much as I can because I feel I owe the school for accepting me and helping me through so many rough times.

This year I will graduate and I am very excited to move on. I will apply to take the Child and Youth Worker Program at college, and then I want to take my master's degree in social work at a university. One day I plan to open my own institution for children, teens, and parents to help kids who have been through situations similar to mine. *Devon Ryan*

Summer Company

Natalie Moreau, Green Bananas

Richmond Lake

Natalie knew she wanted to be an entrepreneur and run her own business, but Summer Company helped her "take the time to stop and think of a game plan, get it down on paper, and make it happen," she says. Drawing on Natalie's design and sewing skills, Green Bananas produces one-of-a-kind purses in all designs, colours, and styles. The purses have become so popular, Natalie has sent them to Ottawa, Temiskaming, Toronto, and even as far as Ireland and Italy! Having such a strong demand for her purses meant lots of designing and sewing hours for Natalie. She says she has "accomplished more than I could have imagined," and opening Green Bananas has been worth all of her hard work. What's Natalie's recipe for success? Combine your business with your passion and "you are sure to succeed," Natalie advises.

Joseph Moncada

Windsor

Combining retro candy with some of today's favourite sweets was how Sweet Tooth captured both young and young-at-heart candy connoisseurs! Because no other stores like Sweet Tooth were nearby, 20-year-old Joseph was able to fill a niche market. Having the instincts of an entrepreneur from the start, Joseph overcame problems such as power outages and learned how to manage employees and undertake a variety of marketing techniques, including renting a costume to compete with a carnival in town. After just four months of operation, Sweet Tooth has surpassed all original expectations and Joseph says he has "suppliers from all over the world calling." When he's back at school, Joseph will have sweet memories of the first of many enterprising summers, an experience he says he will never forget.

Faye Bontje

Windsor

Skyscapes, which offers original watercolour paintings, bookmarks, and cards capturing the imagination of lovers of astronomy and nature, allowed 16-year-old Faye to explore what it would be like to be a full-time independent artist. Painting as much as 15 hours a day, Faye created a wide variety of new works, which she sold privately and by attending art festivals and conventions. By participating in the festivals, Faye had an opportunity not only to showcase her art, but also to network and, she says, to share "experiences with other vendors, many of them also just starting out." Through Summer Company, Faye also learned how to judge the tastes and preferences of her customers and improve how she handles her finances. In Faye's first summer as an independent artist, she sold over 80 paintings and about 100 bookmarks and cards, an experience that provided her with a wide range of artistic and business learning opportunities. Faye's first experience of life as a full-time artist was great.

Jared TerMarsch, Golden Wake Water Ski and Wakeboard School

Pembroke

What better way to spend a summer than enjoying the outdoors and the cool waters of Golden Lake? For 18-year-old Jared, starting Golden Wake Water Ski and Wakeboard School provided him with an opportunity to earn money and enjoy the sunny summer skies. Because his business was weather dependent, Jared had to be persistent and work around cold and windy days to gain clients. His determination led to many accomplishments this summer, including having his business profile featured in five different local newspapers. It also led, Jared says, to having "almost every client book a follow-up lesson after their first experience," which showed that his customers were pleased with the service and the way they were treated. Jared plans to expand his business and spending more summers under the summer sun on Golden Lake promoting and teaching wakeboarding and waterskiing.

Jeff Bowman, business training

Windsor

Jeff has volunteered as a Summer Company mentor for the last four years and enjoys doing so more every year. That's why he takes time out from the training company he owns and the marketing consulting company in which he is a partner to help students discover the challenges and opportunities in being their own boss.

Jeff enjoys seeing students from a variety of backgrounds working as a team and helping each other out. They learn not only business acumen, but teamwork and respect as well. Jeff worked with students in the areas of marketing, networking, and sales. Once the students understand basic sales concepts, networking and marketing themselves becomes much easier because they have more self-confidence.

As far as being a mentor goes, Jeff says that "this is an experience that every business person should take part in. Seeing these young people succeed in part due to the assistance that you offer is the greatest feeling of success that you can have."



Natalie Moreau

Joseph Moncada

Faye Bontje

Jared TerMarsch

Jeff Bowman

www.sbe.gov.on.ca/ontcan/sbe/en/youth_summerco_en.jsp

SECTION 4

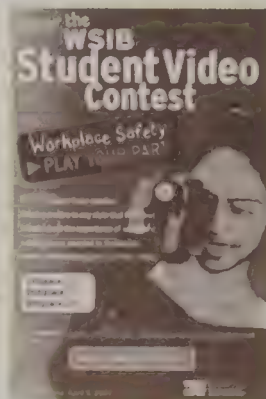
HOW YOU CAN GET THERE

Young Worker Health and Safety

Often because of *what they didn't know*, young workers aged 15 to 24 accounted for approximately one in five of Ontario's lost-time and no-lost time claims between 2001 and 2005. During the same period, 52 traumatic fatalities occurred among young workers under 25.

Make sure your students know! Encourage them to learn about workplace health and safety issues in an interactive and creative way by participating in the annual Workplace Safety and Insurance Board (WSIB) Student Video Contest. They might even win cash for themselves and their school.

The WSIB contest allows students to express their knowledge of workplace health and safety issues in a creative way. The contest is open to all Ontario high schools and is held annually in the fall.



(\$1,000 each for winning video team and school):

Bradley Allen, Sean Carson, Emily Chatham, Sonya Gilpin, and Tyler Jarvis, from Jean Vanier Catholic High School in Collingwood, for their video "Don't Throw It Away"

or visit:

(\$750 each for winning video team and school):

Jennifer Lagrandeur and Mathieu Majerus, from École secondaire Hanmer in Hanmer, for their video "Le travail sécuritaire, c'est pour la vie"

or visit:

(\$500 each for winning video team and school):

James Cadelli, from St. Thomas Aquinas Catholic High School in Russell, for his video "Alternative Seating"

The response to the contest demonstrates a growing awareness among Ontario's youth of the importance of workplace health and safety. But there's still more to do! Technological education and arts teachers can use the contest as a class project to meet curriculum objectives for health and safety. The contest also provides an opportunity for students to prepare a video to use in their postsecondary school application portfolios.

Winners of each year's contest are announced publicly and featured on the WSIB and Young Worker Awareness websites in the spring. Many past winners have also been featured in their local newspapers and recognized in their communities.

All Ontario high school students can participate. Representatives from the WSIB, the Ministry of Education, and the Ministry of Labour judge the entries, using predetermined criteria. Cash prizes are awarded to first, second, and third place winners, and their respective schools receive matching cash amounts. There are also awards of merit for special achievements.

Visit www.youngworker.ca for contest information, rules, and an entry form.

Continuous Intake Co-op

What can be done about the dropout rate in Ontario schools? One answer is to provide students with a program that allows them to implement a Continuous Intake Cooperative Education (CIC) program in February 2006. The program assists students who need the opportunity to earn credits to complete their secondary school diplomas. It acknowledges that students have various learning styles and complicated lives that affect their ability to learn, and that students need caring adults to help them along the way.

During the four-month pilot project, 30 students went through the program and 27 students earned credits toward their secondary school diplomas.

By the end of the pilot project, the case was strong for expanding the program, given its success rate, the numerous requests for admission, and the waiting list for the following year. In September 2006, staffing for the CIC program was expanded from two to four teachers.

The success of the program can be attributed to the holistic approach the CIC program team takes in working to bring out the best in the students. The key concern is always to support the students and to guide them to see themselves as valued members of the school system and the community. Building strong and compassionate community partnerships helps support student success and capitalize on students' passions during the program and beyond.

Unique features, such as these, help to make this program successful:

★ Students can be referred to the program at almost any point in the school year.	Students have the opportunity to work in a paid co-op position if they require the opportunity for financial reasons.
Students can earn one to four credits per semester.	★ Students can use their current full-time or part-time job as a co-op placement, providing the job meets the requirements of the program.
★ Students can do their pre-placement and integration curriculum outside the school setting, in an independent module format but always with teacher support.	The program provides flexible, flexible, flexible.

Students comment on the CIC program: "I feel more motivated and feel like I'm going to accomplish something." **William C.**

"My cooperative education experience has allowed me to mature as a student, not only within my placement but also in my attitude toward my regular school subjects." **Amanda T.**

Collège Boréal

With just a few weeks of your course, you can easily obtain a study permit and enter the initial secondary school courses that are required for admission to a College program.

Itinéraires d'études (Study Program

Itineraries) allows students to obtain a study permit and enter the initial secondary school courses that are required for admission to a College program. The study program is designed to help students who are new to the country to understand the requirements for admission to a College program. The study program is designed to help students who are new to the country to understand the requirements for admission to a College program.

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The study program itineraries are a simple, effective and accessible tool that students can use to make informed choices. Click on "Itinéraires d'études" on the Collège Boréal website at

VOIE Rapide Boréal ... the Path to Success

Employment services and opportunities for immigrants and refugees. The VOIE Rapide Boréal has provided francophone professionals trained abroad with the tools and services they need to adapt more easily to the realities of the labour market in Canada. The project, in collaboration with the Job Connect employment service, provides such professionals with information and advice that enables them to make appropriate choices concerning employment here and for the Minister of Learning, Colleges and Universities, hon. Marie-France Lalonde, awarded the excellence award for which highlighted the effectiveness of the project and its vibrant, hard character.

Check out the VOIE rapide website at www.voierapideboreal.ca. You can also call your closest Job Connect office to obtain advice on your job search.

"We believe that training and the exchange of knowledge are of primary importance to Canada's new arrivals."

The VOIE rapide website proposes a 10-step method to help participants better understand the Ontario labour market and overcome the difficulties they may encounter. An orientation guide helps people who have recently arrived understand and follow the steps of the website. As well, a training program was created for job consultants to help them use the available tools effectively and enhance the support they provide to their clients.

Diane Dubois, director of Community and Business Services for Collège Boréal, centralises the western Ontario experience with the goal of the project is to respond to the needs of the community. "We believe that training and the exchange of knowledge are of primary importance to Canada's new arrivals."

GLOBAL EXPERIENCE ONTARIO

Global Experience Ontario (GEO) opened its doors in December 2006.

Established recently under the Fair Access to Regulated Professions Act, 2006, GEO is a one-stop information centre for newcomers who are internationally trained and intend to work in a profession in Ontario. GEO can also provide information to newcomers before they arrive in Canada.

Newcomers to Ontario bring with them a wealth of skills and knowledge. Today, more than 70 per cent of newcomers arrive with some form of postsecondary education, yet getting work in their field of study and practice is difficult for many of them.

We must help newcomers put their training and education to work in Ontario by breaking down the barriers to professional licensure and registration for qualified, internationally trained individuals.

That's what GEO is about. The centre offers contact information about the regulatory bodies, Career Maps (guides to the professions), resources on education programs, information about alternative professional avenues, internships, and mentor programs, and much more.

GEO is part of the Government of Ontario's plan to break down barriers to newcomers' integration and success in Ontario.

Visit GEO online at

for contact details and further information.



CAREER CRUISING

Students across Ontario use the Career Cruising website to explore possible career options, as well as college, university, and apprenticeship programs offered across Canada. Career Cruising includes over 500 detailed career profiles. You can find these profiles by using the website's search tools or Career Matchmaker, an interest-based assessment that will suggest career options based on your interests. The website enables you to save your career and education planning ideas in your own portfolio, which you can build on throughout your years of school.

You can now gain an even better understanding of the occupations you are interested in through a new feature, Photofile. A series of seven to nine photographs that illustrate the most common tasks of each occupation is being added to each career profile. Photofile provides a visual representation of the main points included in the job description and working conditions sections of the career profile. Each set of photos depicts a real person in the workforce at

certain points in a typical day. This behind-the-scenes look will give you a good idea of what each career is really like.

Even if you think you know the Career Cruising website well, additions and changes are made regularly, so be sure to check it often! If you have taken the Career Matchmaker assessment, you may want to review your answers and make changes. Or, if you have an idea of what you are looking for in a career, try the Career Selector!

You can access the Career Cruising website at www.careercruising.com from your school or home computer, or from anywhere with Internet access. If you are not sure of your school's username and password, ask your guidance counsellor or contact Career Cruising at support@careercruising.com.

Heather Philpott

Ashley Dunlop

Career Centre for Everyone!

Teachers and students at both the elementary and secondary school level can benefit from the services and materials that Career Centres provide. Career Centres deliver these lessons in classrooms, which cover an array of career-related topics for students. Career Centre teachers and career information specialists visit classrooms to present these career-related lessons for students. Each program incorporates hands-on learning activities, which are fun for students and relate to curriculum expectations. The hosting teacher receives a package that includes assessment and evaluation tools for the exercises and related follow-up activities. This resource package allows hosting teachers to deliver the same lessons to future classes.

In addition, Career Centres deliver training to teachers, administrators, teacher-librarians, and guidance counsellors through professional development seminars and workshops in career education and related topics. Training includes workshops that help elementary and secondary school teachers advise parents about their children's career development, support school staff in hosting career conferences, or prepare teachers to deliver Career Centre workshops to their classes.

Career Centres have also developed an array of teaching resources that TDSB schools can purchase for a nominal fee. These resources help support teachers as they deliver career education to students from Grades 4 to 12.

The Career Rep Alliance, which offers a variety of activities to help teachers become aware of the resources available to them, is another Career Centre resource. Each secondary school in the TDSB is invited to appoint a Career Representative who can take part in various events and, once back at school, share the wealth of information gained. This year's events include exciting guest speakers and work-site visits, one of them to the Canadian Opera Company.

Everyone benefits from exciting new ideas and information about career planning!

NIGHT SCHOOL CO-OP

How can students earn credits toward their high school diplomas while they are working in the evenings? By participating in Night School Co-op!

The Cooperative, Career and Business Education Department of the TDSB joined with the Continuing Education Department to launch Night School Co-op in 2006. This program helps students currently enrolled in school, or those who have dropped out, earn a single co-op credit in conjunction with their evening jobs at a retail mall.

Just as in a regular co-op education program, students attend pre-placement and integration classes, which cover mandated content: workplace safety, the Employment Standards Act, the Human Rights Act, workplace ethics and confidentiality, résumé writing skills, and other workplace-related topics. These classes are conducted either at a nearby high school or on site if the mall has available space.

Since Night School Co-op is a "specialized program," students can be paid in their placements. Participating students must already be employees at companies in the mall where the course is being offered. Their managers must agree to act as co-op supervisors for the semester, and the co-op teacher must approve the placement for safety and breadth of learning opportunities.

During the placement, students perform tasks beyond their regular responsibilities. In collaboration with the student and the supervisor, the teacher creates a Personalized Placement Learning Plan that documents the student's progress in the workplace. The student's knowledge and skill development must meet the curriculum expectations of a related course that the student has successfully completed or is taking concurrently.

This program is a great opportunity for students to enhance their professional skills on the job while earning a high school credit. And now, as an added incentive, up to two co-op credits can count toward each student's compulsory graduation requirements.

The Night School Co-op Program is an excellent way to re-engage students and revitalize their goals to complete their high school diplomas, thereby increasing their chances for success in a highly competitive workplace. At the very least, students are one credit closer to graduating.

"If it were not for this program, I would not be graduating in June," says one student. "This is the last credit I need to get my high school diploma!"

Laura Crane, Career Centre teacher and Carol Sherman, instructional leader

"If it were not for this program, I would not be graduating in June."

HOW YOU CAN GET THERE

The Independent Learning Centre (ILC) has come a long way since its founding in 1926. From its start as a railway car travelling through remote parts of Ontario, it has evolved with technological advances into a recognized leader in distance education. Over its 80-year history, however, one thing has remained constant: the ILC's goal of providing accessible public education to anyone in the province. The ILC does so by offering a full suite of services.

CareerMATTERS

For youth just starting to think about their future, adults considering a career change, or parents wanting to explore postsecondary options for their kids, CareerMATTERS at www.ilc.org is the place to start. This innovative website is a comprehensive reference for Ontarians seeking information on high school and postsecondary education, and careers.

An interactive student planner and an online assessment quiz help get youth asking questions and set them on the path that's right for them. The over 500 career descriptions include recommended high school courses and links to the postsecondary institutions offering related programs.

Parents and students will appreciate the CareerMATTERS postsecondary search feature that allows them to enter key variables such as subject, accreditation, and region, which help them zoom in on apprenticeship opportunities and other programs of interest.

Each career and apprenticeship profiled has a detailed description, including specific duties, employers, the work environment, and links to appropriate associations. In addition, over 100 videos take the user on the job to get an insider's perspective. All this helps youth and adults make informed decisions about the choices that will work for them.

PATHS TO A DIPLOMA

Do you know someone looking for an alternative way to earn his or her diploma? Are you an employer looking to improve the skills of your staff while increasing retention? For students of any age, the ILC offers varied options for obtaining a diploma.

DAY SCHOOL PROGRAM:

Students in high school who need to be away from class for extended periods due to athletic or artistic pursuits or because of health reasons can ask their guidance office about taking ILC courses as a way to earn their credits.

COURSES:

Adults who left school before earning a diploma can enrol in our high school credit courses at any time of the year. Course delivery may be either entirely in print or a combination of print and online resources. This gives students the flexibility to take control of their studies and learn in the way that suits them best. Course work can be submitted for marking, by Ontario certified teachers, by mail or electronically through our e-journal. Many people take specific credit courses to qualify for admission to postsecondary programs, while others just want the satisfaction of finally having that diploma!

GED:

The General Education Development (GED) test is a series of tests that allows candidates to prove that they have acquired knowledge equivalent to that of a high school graduate through training and other experience. The tests can be written year-round in English or French at various testing locations across the province. People who pass the intensive, seven-hour tests earn the Ontario High School Equivalency Certificate, generally accepted for admission to postsecondary programs and for advancement in the workplace.

Contact the ILC for more information

Website: www.ilc.org Telephone:

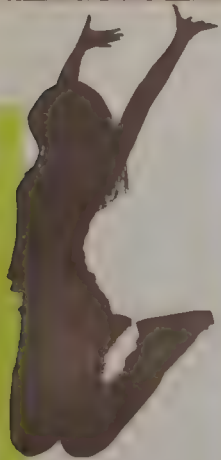
Fax: 416-484-2754

E-mail: info@ilc.org www.independentlearningcentre.org PO Box 200, Station Q, Toronto, ON M4T 2T1

1-800-

416-484-2722 (French)

1-800-265-0454 (French toll free)



Dreams Do Come True

In 1997, Angela Spano of Mississauga left high school 17 credits short of earning her diploma. Although she excelled in many subjects, Angela felt that she never truly fit in and was often the victim of bullying. "I was never the popular kid. I wasn't really happy at school, but I did well." When it became clear that Angela's mother needed a hip replacement and was having difficulty caring for Angela's two-year-old sister, Amanda, Angela decided to put her education on hold for a few years to help out at home.

Two years later, with Amanda in school full days and her mother's

condition improving, Angela knew it was time to do something about her own education. With her mother's words – "I'm not going to have one of my daughters not graduate from high school" – in mind, Angela started investigating her options. She called the Ministry of Education and the local school board and learned about the ILC. The ILC's format of learn anywhere, anytime, and at your own pace was perfect for Angela and her busy schedule.

Soon Angela was juggling her work, family life, and education. She learned to keep Sunday free for family by scheduling time to study throughout the week, and she kept up with her reading by always having a book with her. "I learned time management through the ILC. Regular school has everything laid out for you, but I had to make the time myself."

The ILC also helped Angela gain self-esteem. Dona Lewis, the ILC's

head of learner services, helped Angela several times over the years. "I really noticed a transformation in her. She always used to ask, 'Can I do this ...?' or 'Is it okay if I ...?' She eventually started saying, 'This is what I want to do.'"

With each course that Angela completed, her confidence grew and she started to believe in herself. In 2006, Angela finally completed the last course for her diploma and wowed the crowd at the ILC graduation with her inspirational words as guest speaker: "A diploma is something you should have, something you can show your kids. Never give up on setting goals and achieving them. This is one, and there will be more. I hope this accomplishment opens a world of doors for everyone. It did for me, I can't wait to finish university and be a teacher."

Angela has obviously blossomed from the shy and quiet girl in high school to a determined young

woman who knows what she wants. She is now continuing her studies at the University of Toronto, where she is specializing in psychology, sociology, and the humanities.

Funded by the Ministry of Education, the ILC offers all Ontarians alternative ways to complete their high school education. For more information on ILC credit courses, call 416-484-2704 or 1-800-387-5512. If you think you already have the knowledge and skills of a high school graduate, you can request a GED information package by calling 416-484-2737 or 1-800-573-7022. Or visit the ILC's website at www.ilc.org for more information and forms for both programs.

LABOUR MARKET INFORMATION

Business and Public Administration

Occupations in business and public administration can range from court officers and property administrators to insurance claims adjusters and managers in a wide range of businesses and in government. This category also includes the following professions:

- Purchasing managers
- Publicity and information officers
- Accountants and auditors
- Record keepers
- Human resources managers
- Insurance brokers and agents
- Claims adjusters
- Accident investigators
- Real estate agents and brokers

Jobs that look promising

- Financial managers
- Financial and investment analysts
- Computer and information systems managers
- Software engineers
- Insurance adjusters and claims examiners
- User support technicians
- Administrative officers
- Customer service, information, and related clerks

Over the next few years, the outlook for work in these careers is good, but new entrants will need higher levels of formal education and a lot more familiarity with computers than in the past.

WHERE CAN I FIND OUT MORE?

- **Canadian Institute of Bookkeeping**
www.cibcb.com
- **Chartered Accountants of Canada**
www.cica.ca
- **Canadian Management Centre**
www.cmctraining.org
- **Certified General Accountants of Ontario**
www.cga-ontario.org
- **Management Accountants of Canada**
www.cma-canada.org
- **Chartered Accountants of Ontario**
www.icao.on.ca
- **Insurance Bureau of Canada**
www.ibc.ca
- **Logistics Institute**
www.loginstitute.ca
- **Office Workers Career Centre**
www.officeworkers.org
- **Purchasing Management Association of Canada**
www.pmac.ca

Trades, Transportation, and Construction

Career opportunities are expected to be promising in the skilled trades. Shortages in many skilled trades have been predicted due to a combination of economic growth and worker retirement.

Jobs that look promising

Construction managers plan, organize, direct, and evaluate the activities of a construction company or a construction department within a company, under the direction of a senior manager.

Manufacturing managers plan, organize, direct, and evaluate the operations of a manufacturing company or a production department within a manufacturing company, under the direction of a senior manager.

Refrigeration and air-conditioning mechanics install, maintain, and repair residential central air-conditioning systems, and commercial and industrial refrigeration and air-conditioning systems and combined heating and cooling systems.

Automotive service technicians and truck mechanics inspect, repair, and service mechanical, electrical, and electronic systems and components of cars, buses, and trucks.

Electricians lay out, assemble, install, test, troubleshoot, and repair electrical wiring, fixtures, control devices, and related equipment in buildings and other structures.

Plumbers install, repair, and maintain pipes, fixtures, and other plumbing equipment used for water distribution and wastewater disposal in residential, commercial, and industrial buildings.

Construction millwrights and industrial mechanics install, maintain, and repair stationary industrial machinery and mechanical equipment.

Truck drivers operate heavy trucks to transport goods and materials over urban, interurban, provincial, and international routes.

WHERE CAN I FIND OUT MORE?

- **Automotive Industries Association of Canada**
www.aiacanada.com
- **Automotive Parts Manufacturers' Association**
www.apma.ca
- **Canadian Apprenticeship Forum**
www.caf-fca.org
- **Canadian Automotive Repair and Service**
www.cars-council.ca/home
- **Ontario Construction Secretariat**
www.iciconstruction.com
- **Ontario Trucking Association**
www.ontruck.org
- **Skills Canada (promotes trade/technical careers)**
www.skillscanada.com
- **Careers in Construction**
www.careersinconstruction.ca

Sales and Service

Sales and service industries require a mix of people with a diverse range of skills. Career areas in Canada's sales and service sector include the following:

- Purchasing agents and officers
- Hairstylists
- Retail trade managers
- Technical sales specialists, wholesale trade
- Retail salespersons
- Chefs
- Sales, marketing, and advertising managers
- Restaurant and food service managers

Jobs that look promising

Purchasing agents and officers purchase general and specialized equipment, materials, and business services for use or for further processing by their companies.

Hairstylists cut and style hair and perform related services.

Retail trade managers plan, organize, direct, and evaluate the operations of businesses that sell merchandise or services directly to customers. They work in large and small retail stores. Some are also self-employed store owners or franchise operators.

Technical sales specialists, wholesale trade sell a range of technical goods and services such as scientific and industrial products, telecommunications services, and computer services to governments and domestic and international commercial and industrial companies.

Retail salespersons sell, rent, or lease a range of technical and non-technical goods and services directly to consumers.

Chefs plan and direct food preparation and cooking activities, as well as prepare and cook meals and specialty foods.

Sales, marketing, and advertising managers plan, organize, direct, and evaluate the activities of companies and departments involved in commercial, industrial, and wholesale sales, marketing, advertising, and public relations.

Restaurant and food service managers plan, organize, direct, and evaluate the operations of restaurants, bars, cafeterias, and other food and beverage services.

WHERE CAN I FIND OUT MORE?

- **Canadian Apparel Federation** www.apparel.ca
- **Canadian Association of Importers and Exporters**
www.importers.ca
- **Canadian Culinary Federation**
www.cccfc.ca
- **Canadian Restaurant and Foodservices Association**
www.cra.ca
- **Retail Council of Canada**
www.retailcouncil.org

Health Care

As our population grows older, we will require more frequent and more specialized medical care. Older individuals will also want to maintain connections with careers and family for as long as possible. Therefore, expect to see continued growth in fields that cater to these needs.

Jobs that look promising

Dental assistants help dentists during the examination and treatment of patients and perform clerical functions.

Optometrists examine eyes, prescribe and fit glasses and contact lenses, and recommend treatments to correct vision problems or ocular disorders.

Ambulance attendants and other paramedical workers administer pre-hospital emergency medical care to patients and transport them to hospitals or other medical facilities for further medical care.

Medical radiation technologists operate radiographic equipment and other diagnostic tools to produce images of the body for the diagnosis of injury and disease, and operate radiation therapy equipment to administer radiation for the treatment of disease.

Pharmacists working in retail and hospital settings dispense prescription drugs and provide consultative services to clients and health-care providers. Industrial pharmacists participate in the research, development, and manufacturing of pharmaceutical products.

Registered nurses provide nursing care to patients, deliver health education programs, and provide consultative services regarding issues relevant to the practice of nursing.

General and family physicians diagnose and treat the diseases, physiological disorders, and injuries of patients.

Physiotherapists assess patients and plan and carry out individually designed treatment plans to maintain, improve, or restore physical functioning, alleviate pain, and prevent dysfunction in patients.

WHERE CAN I FIND OUT MORE?

- **Canadian Council of Technicians and Technologists**
www.cctt.ca
- **Canadian Dental Association**
www.cda-adc.ca
- **Canadian Institute for Health Information**
www.cihi.ca
- **Canadian Medical Association**
www.cma.ca
- **Canadian Nurses Association**
www.cna-nurses.ca
- **Ontario Dental Hygienists' Association**
www.odha.on.ca
- **Registered Nurses Association of Ontario**
www.rnao.org

Financing Your Postsecondary Education

Do not wait until you enrol in your first-year postsecondary classes to think about how to pay for them. Start thinking about your financial situation now! The earlier you plan ahead, the better prepared you will be financially to further your education.

Tips:

- ★ Put aside money from your job, gifts, and other sources, and save toward your education.
- ★ Begin early on to research scholarships from various sources, such as postsecondary institutions, government, and companies. Find out beforehand what the scholarship requirements are so that you can work toward obtaining qualifications for grades, community involvement, and activities.
- ★ Ask whether your family has invested in the Registered Education Savings Plan.
- ★ Learn about financial support from the Ontario Student Assistance Program by visiting <http://osap.gov.on.ca>.
- ★ Inform yourself about the student credit lines banks offer. The interest rates for them are much lower than for credit cards. Search for the lowest rate and the plan that best suits your needs.
- ★ Ask your family for assistance, whether for financial assistance or to co-sign a credit line.
- ★ Use the Internet to research corporations and community-based agencies, which are a good source of bursaries, grants, and scholarships.
- ★ Plan your budget so that you know how much money you will need, and set aside an amount as an "emergency fund."
- ★ Think about your costs — for travel, food, housing, books, extracurricular fees (e.g., gym membership, locker rental, student association memberships), entertainment, and so on.

You can learn more at the following websites:

CanLearn

www.canlearn.ca/cgi-bin/gateway/canlearn/en/student.asp

Millennium Scholarships

www.millenniumscholarships.ca/en/students/highschool.asp

CIBC — Paying for My Education

www.cibc.com/ca/student-life/paying-for-my-education.html

Scotia Bank — Student Life

www.scotiabank.com/cda/content/0,1608,CID534_LIDen,00.html

Association of Universities and Colleges of Canada — Higher Education Scholarships

www.aucc.ca/scholarships/index_e.html

Student Awards — Scholarships, Grants, Cash Awards

<http://studentawards.com>

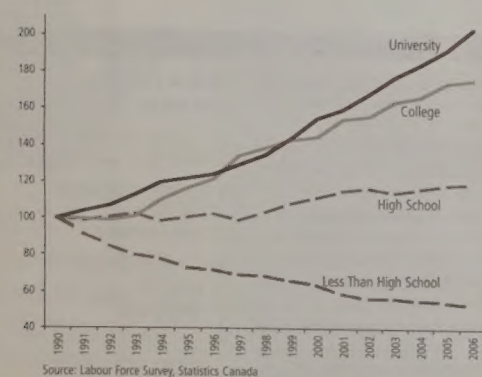
EDUCATION + SKILLS = SUCCESS

Employers are increasingly demanding workers with higher levels of skill and education. Between 1990 and 2006, employment of individuals with university education in Ontario doubled.

Employment growth among those with high school education increased only marginally, while employment among those with incomplete high school education declined.

Employment Growth by Level of Education in Ontario (1990-2006)

Index 1990=100



Employment Ontario

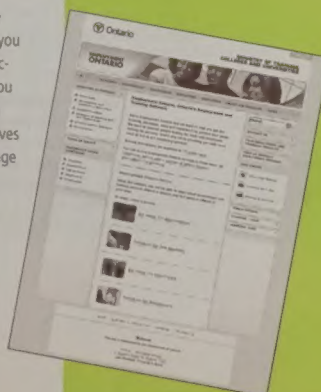
It's a place to start when you don't know where to start!

The Employment Ontario website — www.ontario.ca/employmentontario — directs students who are looking for summer jobs and people looking for employment or who want to start their own business or become apprentices to the information they need to help make their search a success.

The website features a database that provides information about local service delivery partners, so you can find out what resources are available in your own neighbourhood. It also provides detailed program descriptions — not only in English and French, but also in 23 other languages, including Aboriginal languages.

Here's a hint on how to use the website to gain an edge when you look for a job: check out the section for employers, and when you go for an interview, bring along information about wage incentives for employers that may encourage a business to hire you!

If you have a question about a program, call the Employment Ontario hotline at 1-800-387-5656, or 416-326-5656 in Toronto.



POSTSECONDARY OPPORTUNITIES

Your guidance office and your local library have university and college calendars.

COLLEGES www.ontariocolleges.ca

For information on admission requirements, programs, fees, and residences, contact:

Algonquin College of Applied Arts and Technology
1385 Woodroffe Ave.
Ottawa, Ontario K2G 1V8
Admissions: 613-727-0002
Registrar: 613-727-4723, ext. 5021
Toll free: 1-800-565-4723
www.algonquincollege.com

Cambrian College of Applied Arts and Technology
1400 Barrydowne Rd.
Sudbury, Ontario P3A 3V8
Phone: 705-566-8101
Registrar: 705-566-8101, ext. 7300
Toll free: 1-800-461-7145
www.cambriancc.ca

Canadore College of Applied Arts and Technology
100 College Dr.
PO Box 5001
North Bay, Ontario P1B 8K9
Phone: 705-474-7600
Registrar: 705-474-7600, ext. 5123
www.canadore.on.ca

Centennial College of Applied Arts and Technology
PO Box 631
Station A
Scarborough, Ontario M1K 5E9
Phone: 416-289-5000
Toll free: 1-800-268-4419
www.centennialcollege.ca

Collège Boréal
21, boulevard LaSalle
Sudbury, Ontario P3A 6B1
Phone: 705-560-6673
Toll free: 1-800-361-6673
www.borealcc.on.ca

Conestoga College Institute of Technology and Advanced Learning
299 Doon Valley Dr.
Kitchener, Ontario N2G 4M4
Phone: 519-748-5220
www.conestogac.on.ca

Confederation College of Applied Arts and Technology
1450 Nakina Dr.
PO Box 398
Station F
Thunder Bay, Ontario P7C 4W1
Phone: 807-475-6110
Toll free (Ontario, Manitoba): 1-800-465-5493
www.confederationcc.on.ca

Durham College of Applied Arts and Technology
PO Box 385
2000 Simcoe St. N.
Oshawa, Ontario L1H 7K4
Phone: 905-721-2000
Toll free: 1-800-461-3260
www.durhamc.on.ca

Fanshawe College of Applied Arts and Technology
PO Box 7005
1460 Oxford St. E.
London, Ontario N5Y 5R6
Phone: 519-452-4100
www.fanshawec.on.ca

George Brown College of Applied Arts and Technology
PO Box 1015, Station B
Toronto, Ontario M5T 2T9
Phone: 416-415-2000
Toll free: 1-800-265-2002
www.georgebrown.ca

Georgian College of Applied Arts and Technology
1 Georgian Dr.
Barrie, Ontario L4M 3X9
Phone: 705-728-1951
www.georgianc.on.ca

Humber College Institute of Technology and Advanced Learning
205 Humber College Blvd.
Toronto, Ontario M9W 5L7
Phone: 416-675-6622
www.humberc.on.ca

La Cité collégiale
801, promenade de l'Aviation
Ottawa, Ontario K1K 4R3
Phone: 613-742-2483
Toll free: 1-800-267-2493
www.lacitec.on.ca

Lambton College of Applied Arts and Technology
1457 London Rd.
Sarnia, Ontario N7S 6K4
Phone: 519-542-7751
www.lambton.on.ca

Loyalist College of Applied Arts and Technology
PO Box 4200
376 Wallbridge/Loyalist Rd.
Belleville, Ontario K8N 5B9
Phone: 613-969-1913
www.loyalistc.on.ca

Mohawk College of Applied Arts and Technology
Fennell Ave. and West 5th Street
PO Box 2034
Hamilton, Ontario L8N 3T2
Phone: 905-575-1212
www.mohawick.on.ca

Niagara College of Applied Arts and Technology
300 Woodlawn Rd.
Welland, Ontario L3C 7L3
Phone: 905-735-2211
Admissions: ext. 7618
www.niagarac.on.ca

Northern College of Applied Arts and Technology
4715 Highway 101 East
PO Box 3211
Timmins, Ontario P4N 8R6
Phone: 705-235-3211
www.northerncc.on.ca

St. Clair College of Applied Arts and Technology
2000 Talbot Rd. W.
Windsor, Ontario N9A 6S4
Phone: 519-966-1656
Admissions: 519-972-2759
www.stclaircollege.ca

St. Lawrence College of Applied Arts and Technology
100 Portsmouth Ave.
Kingston, Ontario K7L 5A6
Phone: 613-544-5400
www.sl.on.ca

Sault College of Applied Arts and Technology
PO Box 60
443 Northern Ave.
Sault Ste. Marie, Ontario P6A 5L3
Phone: 705-759-6774
Toll free: 1-800-461-2260
www.saultc.on.ca

Seneca College of Applied Arts and Technology
1750 Finch Ave. E.
Toronto, Ontario M2J 2X5
Phone: 416-491-5050
www.senecac.on.ca

Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Rd.
Oakville, Ontario L6H 2L1
Phone: 905-845-9430
www.sheridanc.on.ca

Sir Sandford Fleming College of Applied Arts and Technology
599 Brealey Dr.
Peterborough, Ontario K9J 7B1
Phone: 705-749-5530
www.flemingc.on.ca

UNIVERSITIES AND OCAD

www.oiac.on.ca

For information on admission requirements, programs, fees, and residences, contact:

Brock University
500 Glenridge Ave.
St. Catharines, Ontario L2S 3A1
Phone: 905-688-5550
www.brocku.ca

Carleton University
1125 Colonel By Dr.
Ottawa, Ontario K1S 5S6
Phone: 613-520-7400
Toll free (Ontario, Quebec): 1-888-354-4414
www.carleton.ca

University of Guelph
50 Stone Road E.
Guelph, Ontario N1G 2W1
Phone: 519-824-4120
www.uoguelph.ca

Lakehead University
955 Oliver Rd.
Thunder Bay, Ontario P7B 5E1
Phone: 807-343-8110
Toll free (Ontario, Manitoba, Saskatchewan): 1-800-465-3959
www.lakeheadu.ca

Laurentian University
935 Ramsey Lake Rd., 11th Floor
Sudbury, Ontario P3E 2C6
Phone: 705-675-1151
Toll free: 1-800-263-4188
www.laurentian.ca

McMaster University
1280 Main St. W.
Hamilton, Ontario L8S 4L8
Phone: 905-525-9140
www.mcmaster.ca

Nipissing University
PO Box 5002
100 College Dr.
North Bay, Ontario P1B 8L7
Phone: 705-474-3450
Toll free: 1-800-655-5154
www.unipissing.ca

Ontario College of Art & Design (OCAD)
100 McCaul St.
Toronto, Ontario M5T 1W1
Phone: 416-977-5311
www.ocad.on.ca

University of Ontario Institute of Technology
2000 Simcoe St. N.
Oshawa, Ontario L1H 7L7
Phone: 905-721-8658
Toll free: 1-866-844-UOIT (8648)
www.uoit.ca

University of Ottawa
550 Cumberland St.
Ottawa, Ontario K1N 6N5
Phone: 613-562-5800
Toll free: 1-877-868-8292
www.uottawa.ca

Queen's University
99 University Ave.
Kingston, Ontario K7L 3N6
Phone: 613-533-2000
www.queensu.ca

Royal Military College of Canada
PO Box 17000, Stn. Forces
Kingston, Ontario K7K 7B4
Phone: 613-541-6000
www.rmcc.ca

Ryerson University
350 Victoria St.
Toronto, Ontario M5B 2K3
Phone: 416-979-5000
www.ryerson.ca

University of Toronto
St. George Campus
27 King's College Circle
Toronto, Ontario M5S 1A1
Phone: 416-978-2011
www.utoronto.ca

Trent University
1600 West Bank Dr.
Peterborough, Ontario K9J 7B8
Phone: 705-748-1011
Toll free: 1-888-739-8885
www.trentu.ca

University of Waterloo
200 University Ave. W.
Waterloo, Ontario N2L 3G1
Phone: 519-885-1211
www.uwaterloo.ca

University of Western Ontario
1151 Richmond St.
London, Ontario N6A 5B8
Phone: 519-661-2111
www.uwo.ca

Wilfrid Laurier University
75 University Ave. W.
Waterloo, Ontario N2L 3C5
Phone: 519-884-1970
www.wlu.ca

University of Windsor
401 Sunset Ave.
Windsor, Ontario N9B 3P4
Phone: 519-253-4232
Toll free (Ontario, Quebec): 1-800-864-2860
www.uwindsor.ca

York University
4700 Keele St.
Toronto, Ontario M3J 1P3
Phone: 416-736-2100
www.yorku.ca

DISTANCE EDUCATION AND ONLINE LEARNING

Contact North/Contact Nord: Distance Education and Training Network
If there is no listing for Contact North/Contact Nord in your local telephone book, call 1-877-999-9149, go to www.contactnorth.ca, or contact one of the two regional coordinating centres:

Northwest Headquarters
1139 Alky Dr., Suite 104
Thunder Bay, Ontario P7B 6M8
Phone: 807-344-1616
Fax: 807-344-2390

Northeast Headquarters
410 Falconbridge Rd., Unit 1
Sudbury, Ontario P3A 4S4
Phone: 705-560-2710
Fax: 705-525-0136

OntarioLearn.com – a consortium of 22 English colleges offering online courses and programs
www.ontariolearn.com

REGISTERED PRIVATE CAREER COLLEGES

For information about registered private career colleges, contact:

**Private Institutions Branch
Ministry of Training, Colleges and Universities**
10th Floor, Mowat Block
900 Bay St.
Toronto, Ontario M7A 1L2
Phone: 416-314-0500
Fax: 416-314-0499
Toll free: 1-866-330-3395
www.edu.gov.on.ca/eng/general/private.html
Also check out: www.serviceontario.ca/pcc

For information about particular courses, contact:

Ontario Association of Career Colleges
274 Colborne St. E., Upper Level
PO Box 340
Bramford, Ontario N3T 5N3
Phone: 519-752-2124
Fax: 519-752-3649
www.oacc.on.ca

ABORIGINAL INSTITUTES' CONSORTIUM

Anishinabek Educational Institute
311 Jubilee Rd.
RR1 Muncey-Delaware First Nation
Muncey, Ontario N0L 1Y0
Phone: 519-289-0777
Fax: 519-289-0379
www.anishinabek.ca/AEI_NEW

First Nations Technical Institute
3 Old York Rd., RR1
Deseronto, Ontario K0K 1X0
Phone: 613-396-2122
Fax: 613-396-2761
www.fnti.net

Iohahilio Akwesasne Adult Education
PO Box 579
Cornwall, Ontario K6H 5T3
Phone: 613-575-2754
Fax: 613-575-1478

Kenjegin Teg Educational Institute
30 Lakeview Dr., PO Box 328
M'Chigeeng First Nation, Ontario P0P 1G0
Phone: 705-377-4342
Fax: 705-377-4379
www.ktei.net

Ogwehweh Skills and Trades Training Centre
16 Sunrise Court, PO Box 69
Oshweken, Ontario N0A 1M0
Phone: 519-445-2222
Fax: 519-445-4777
www.osttc.com

Oshki-Pimache-O-Win Education and Training Institute
106 Centennial Square, 3rd Floor
Thunder Bay, Ontario P7E 1H3
Phone: 807-626-1880
Fax: 807-622-1818
Toll free: 1-866-636-7454
www.oshki.ca

Seven Generations Education Institute
1455 Idylwild Dr., PO Box 297
Fort Frances, Ontario P9A 3M6
Phone: 807-274-2796
Fax: 807-274-8761
www.7generations.org

Six Nations Polytechnic
PO Box 700
Oshweken, Ontario N0A 1M0
Phone: 519-445-0023
Fax: 519-445-4416
www.sixpolytechnic.com

**The office:
Aboriginal Institutes' Consortium**
188 Mohawk St.
Brantford, Ontario N3S 2X2
Phone: 519-759-3725
Fax: 519-759-5616
www.aboriginalinstitute.com

WEBSITES* ONLY A CLICK AWAY

CAREER EXPLORATION

Ontario School Counsellors' Association
www.osca.ca

Ontario Workinonet
www.onwin.ca

Alliance of Sector Councils
www.councils.org

CanadianCareers.com
www.canadiancareers.com

Canadian Council on Rehabilitation and Work
www.workink.com

Career Directions
www.careerdirectionsonline.com

Employment Ontario – Ministry of Training, Colleges and Universities
www.ontario.ca/employmentontario

Essential Skills – Human Resources and Skills Development Canada
http://srv108.services.gc.ca

Inventory of Programs and Services
http://ips.hwin.ca

Job Futures
www.jobfutures.ca

Labour Market Information – Ontario
www.ontario.ca/labourmarket

Making Career Sense of Labour Market Information
www.makingcareersense.org

Mazemaster
www.mazemaster.on.ca

Ontario Job Futures
www.ontariojobfutures.net

Ontario Skills Passport
http://skills.edu.gov.on.ca

SalaryExpert.com
www.salaryexpert.com

Statistics Canada
www.statcan.ca

Training, Career and Worker Information – Service Canada
www.jobsetc.ca

VECTOR (Video Exploration of Careers, Transitions, Opportunities, and Realities)
www.vector.cfee.org

Workapedia.ca
www.workapedia.ca

Youth in Motion
www.youth-in-motion.ca

APPRENTICESHIP CAREERS

Apprenticesearch.com
www.apprenticesearch.com

Government of Canada
www.apprenticetrades.ca
www.careersintrades.ca
www.skilledtrades.ca
www.tradeability.ca

COURSES

Canadian Virtual University
www.cvu-uvc.ca

CanLearn Interactive
www.canlearn.ca

DistanceStudies.com
www.distancestudies.com

Education@Canada
www.educationcanada.cmec.ca

Independent Learning Centre
www.ILC.org

Ministry of Education, Ministry of Training, Colleges and Universities
www.edu.gov.on.ca

Ontario College Application Service
www.ontariocolleges.ca

OntarioLearn.com
www.ontariolearn.com

Ontario Universities' Application Centre
www.ouac.on.ca

SchoolFinder.com
www.schoolfinder.com

Study in Canada
www.studyincanada.com

STUDENT LOANS, AWARDS, AND GRANTS

Canada Student Loans Program
www.hrsdc.gc.ca/en/gateways/nav/top_nav/program/cslp.shtml

National Student Loans Service Centre
www.canlearn.ca/cgi-bin/gateway/canlearn/id/nsfsc.asp

Ontario Student Assistance Program
http://osap.gov.on.ca

ScholarshipsCanada.com
www.scholarshipscanada.com

StudentAwards.com
www.studentawards.com

JOBS

Canadajobs.com
www.canadajobs.com

Canadian Forces Recruiting
www.recruiting.forces.gc.ca

Career Edge – Canada's Youth Internship Program
www.careeredge.on.ca

CoolJobsCanada
www.cooljobsCanada.com

Exchanges Canada
www.exchanges.gc.ca

Job Bus Canada
www.jobbus.com

Job Connect
www.edu.gov.on.ca/eng/training/cepp/aboutjc.html

JobShark
www.jobshark.ca

Monster.ca
http://jobsearch.monster.ca

National Job Bank
www.jobbank.gc.ca

Ontario Government Jobs
www.gojobs.gov.on.ca

Ontario Internship Program
www.internship.gov.on.ca

Persons with Disabilities Online
www.pwd-online.ca

Public Service Commission of Canada
www.jobs-emplois.gc.ca

Telecommuting Jobs
www.tjobs.com

Working.com
http://working.com

Workopolis.com
www.workopolis.com

Youth Opportunities Ontario (includes summer jobs)
www.youthjobs.gov.on.ca

Youth.gc.ca
www.youth.gc.ca

STARTING A BUSINESS

Canada Business – Government Services for Entrepreneurs
www.cbac.org

Canadian Innovation Centre
www.innovationcentre.ca

Canadian Youth Business Foundation
www.cybf.ca

Junior Achievement of Canada
www.jacan.org

Mentors, Ventures and Plans (for young entrepreneurs)
www.mvp.cfee.org

Ministry of Economic Development and Trade
www.ontariocanada.com

Ontario Business Connect
www.cbs.gov.on.ca/abc

Strategis
http://strategis.gc.ca

RESOURCES FOR ABORIGINAL PEOPLE

Aboriginal Human Resource Development Council of Canada
www.ahrdcc.com

Aboriginal Institutes' Consortium
www.aboriginalinstitute.com

Aboriginal Recruitment Coordination Office
www.arco.on.ca

Aboriginal Youth Network
www.ayn.ca

Assembly of First Nations
www.afn.ca

CareerPLACE – Native Women's Association of Canada
www.careerplace.com

EmploymentFlyers.org – Aboriginal Programs (YMCA, Toronto)
www.employmentflyers.org/flyers.html?type=8

Gezhtoojig Employment and Training – Sudbury
www.gezhtoojig.ca

Grand River Employment and Training (GREAT)
www.greatsn.com

Indian and Northern Affairs Canada
www.aicn-inac.gc.ca

Miziwe Biik Aboriginal Employment and Training – Toronto
www.miziwebiik.com

Ontario Secretariat for Aboriginal Affairs
www.aboriginalaffairs.osaa.gov.on.ca

Say Magazine
www.saymag.com

RESOURCES FOR INTERNATIONALLY TRAINED INDIVIDUALS

ACCES Employment Services
www.accestrain.com

Canadian Information Centre for International Credentials
www.cicic.ca

Career Bridge
www.careerbridge.ca

COSTI – Immigrant Services
www.costi.org

Government of Canada – Canada International – Services for Non-Canadians
www.canadainternational.gc.ca

Health Force Ontario
www.healthforceontario.ca

Integration Net
http://integration-net.ca

OCASI – Ontario Council of Agencies Serving Immigrants
www.ocasi.org

Opening Doors for Internationally Trained Individuals
www.citizenship.gov.on.ca/english/citdiv/aft

Ontario Immigration
www.ontarioimmigration.ca

Settlement.org
www.settlement.org

Skills for Change
www.skillsforchange.org

Toronto Region Immigrant Employment Council
www.triec.ca

Work Destinations
www.workdestinations.org

World Education Services Canada
www.wes.org

* These website addresses were in effect when *Ontario Prospects* went to print.

Where to Access the Internet

If you can't access the Internet at home, you may be able to access it free by going to one of the following:

- High school/college/university career centres (guidance offices, school libraries, computer labs)
- Public libraries
- Human Resources Centres of Canada for Students
- Employment Resource Centres
- Not-for-profit community agencies
- Job Connect offices
- Business self-help offices and municipal small business resource centres (see your Blue Pages)
- Family members or friends